

DOCUMENT RESUME

ED 294 816

SO 019 210

AUTHOR Turner, Ginny
TITLE Globe Watch. Teachers' Guide for Globe Watch IV: Mexico, Canada, Finland, Japan, the Arms Race, the Iran-Iraq War.
INSTITUTION Hampden-Sydney Coll., VA.
PUB DATE Feb 88
NOTE 66p.
AVAILABLE FROM Hampden-Sydney College, Office of the President, P.O. Box 128, Hampden-Sydney, VA 23943 (information on how to obtain Teachers' Guide and Globe Watch television series will be sent on request; for selected programs, send blank tape and \$5.00 to cover transcribing and mailing costs).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Area Studies; Foreign Policy; *Global Approach; Instructional Materials; *International Relations; Lesson Plans; National Defense; Secondary Education; Social Studies
IDENTIFIERS Canada; Finland; Immigration Impact; Immigration Law; Iran; Iraq; Japan; Mexico; North Carolina; USSR

ABSTRACT

To enhance the use of the Globe Watch IV public television series, produced jointly by Hampden-Sydney College (Virginia) and the University of North Carolina Center for Public Television, each lesson in this guide provides: (1) a statement of the objective of the program; (2) a synopsis of the issue discussed; (3) background information; (4) brief descriptions on the guests appearing on the program and their main points; (5) terms used in the program; (6) questions; (7) provocative quotes made by guests; and (8) suggested readings. Programs 1-6 address several facets of U.S.-Canadian relationships by showing how Canadians have evolved a different attitude and ethos from that of the United States and by depicting how Canada is protecting its cultural identity in the face of overwhelming cultural imports from the United States. Program 7 considers illegal immigration from Mexico into the United States and examines the effects of the 1986 Immigration Law. The manner in which Mexican and U.S. cultures have interacted in Texas is explored in program 8. The development of the nuclear arms race from immediately after World War II to the Cuban missile crisis and the history of the U.S.-Soviet arms race from the Cuban missile crisis until 1985 are traced in programs 9 and 10. Program 11 examines the historical development that led to Finland's unique position as a neutral buffer between the East and West. Program 12 explores why Japanese companies choose to come to North Carolina and how well they adjust to being there. Program 13 examines the origins and course of the Iran-Iraq war. Maps are appended. (SM)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

FD294816



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

✓ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

JAMES R.
LEUTZE

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

GLOBE WATCH

30019210

Teachers' Guide for GLOBE WATCH IV:

Mexico, Canada, Finland, Japan, the Arms Race, the Iran-Iraq War

3/21/88

HAMPDEN - SYDNEY COLLEGE
HAMPDEN-SYDNEY, VIRGINIA

OFFICE OF THE PRESIDENT

Dear Teachers,

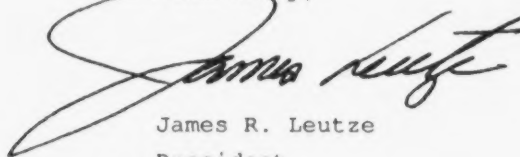
I am very pleased that you are considering using some *Globe Watch* programs in your classes. We have done everything we can to make them adaptable to your needs, including allowing you **unlimited duplication rights** for both the programs themselves and the Teachers' Guide. We have set up a Teacher Advisory Panel to advise us on form and content, we have varied the intellectual level, and we have worked hard to provide a useful teaching guide. However, we are always seeking ways to improve the programs and the Guide. After using the programs, if you have ideas or suggestions for improvement, we'd be glad to hear from you. This way, we can continue to shape *Globe Watch* into exactly what you want and need.

This series, *Globe Watch IV*, includes eight programs that examine our neighbors to the north and south. We have looked at several facets of our relationship with Canada--some are in the news every week--but more important may be the program on the Canadian Identity. By looking at how the Canadians identify themselves, your students can better understand what place Americans have in the world. The programs on Mexico focus on two sensitive issues between our countries--immigration and language. We've also prepared a two-part study of the U.S.-Soviet arms race, as well as programs on the Iran-Iraq war, Finland's unique place in the world, and on how Japanese businesses fit into life in North Carolina. Not all these programs may seem appropriate for your particular classes, but they all will help fulfill Governor Baliles' urgent charge that we do a better job of teaching our young people about the world. The Curriculum Grid on a following page will help you determine which programs best suit your curriculum.

One final note: my commentary at the end of each program is intended to open discussion, not close it. I draw conclusions from what has just been presented, and I urge you and your students to do the same.

Again, thanks for considering *Globe Watch*. Let me hear from you.

Sincerely,



James R. Leutze
President
Hampden-Sydney College

GLOBE WATCH GUIDE

CONTENTS

<i>About This Guide</i>	6
<i>Curriculum Grid</i>	7
PROGRAM 1: THE CANADIAN IDENTITY	9
PROGRAM 2: CANADIAN POLITICS	15
PROGRAM 3: CANADA AND TRADE	19
PROGRAM 4: CANADIAN CULTURAL SOVEREIGNTY	23
PROGRAM 5: CANADIAN REGIONALISM	26
PROGRAM 6: CANADA AND ITS DEFENSE	29
PROGRAM 7: MEXICO AND IMMIGRATION	32
PROGRAM 8: MEXICO'S CULTURAL INFLUENCE	35
PROGRAM 9: US/SOVIET ARMS RACE—PART 1	38
PROGRAM 10: US/SOVIET ARMS RACE—PART 2	43
PROGRAM 11: FINLAND	47
PROGRAM 12: JAPAN IN NORTH CAROLINA	50
PROGRAM 13: THE IRAN-IRAQ WAR	53
Appendix: Maps	
<i>World</i>	57
<i>Canada</i>	58
<i>Mexico</i>	59
<i>Soviet Union and Western Europe</i>	60
<i>Finland</i>	61
<i>The Middle East</i>	63

Financial assistance for the development of *Globe Watch* educational materials was provided by:

The Peter Richardson Foundation
The College of Arts & Sciences of the
University of North Carolina at Chapel Hill
The UNC Center for Public Television
The North Carolina Department of Public Instruction
Hampden-Sydney College

Responsibility for development of this Guide belongs to Dr. James R. Leutze; the *Globe Watch* Educational Coordinators, Dr. David Coley for North Carolina and Melanie Bierman for Virginia; and associate producer Ginny Turner. Members of the Virginia advisory panel are Melanie Bierman (coordinator); David Cantlay, Hampden-Sydney College; G. Michael Wildasin, Manchester High School, Richmond; James H. Dillard, Fairfax County Schools; Sandy Snook, Summer Enrichment Program, University of Virginia; Derwood F. Guthrie, Buckingham High School; Nancy Phaup, Prince Edward County High School; Joyce Williams, William Byrd High School, Richmond; George Bell, Roanoke City Schools; Fran Prolman, Fairfax County Schools; Bunny Hunter, Albemarle High School; Terrence W. Hill, Loudon County Schools; and Niels Kiewiet de Jonge, Prince Edward County High School. Members of the North Carolina advisory panel are Dr. David Coley (coordinator); John Ellington and Jesse Vuncannon, Division of Social Studies at the North Carolina Department of Public Instruction; Rita Graves, Department of School Television at the North Carolina Department of Public Instruction; Elaine Buckley, Walter Williams High School; Susan Caviness, E. Randolph High School; David Cordts, W. G. Enloe High School; Dr. Richard Hill, Jordan High School; Fred Kiger, Chapel Hill High School; Sue Liner, Orange High School; and Dale Thompson, West Alamance High School.

The *Globe Watch* Teachers' Guide was researched and written by Ginny Turner.

The *Globe Watch* maps were provided by the Department of Geography, University of North Carolina at Chapel Hill.

Design and page composition by Steve Gaddy.

Globe Watch IV was produced in 1986-87 and first broadcast from April through July 1987. This Guide was completed in June 1987 and revised in February 1988.

ABOUT THE HOST OF GLOBE WATCH

JAMES RICHARD LEUTZE is president of Hampden-Sydney College in Hampden-Sydney, Virginia. A graduate of the University of Maryland, he received his M.A. from the University of Miami in 1959, and his Ph.D. from Duke University in 1968, at which time he joined the faculty of the University of North Carolina at Chapel Hill, serving as professor of history and ultimately as chairman of the Curriculum for Peace, War, and Defense. One of the most respected and celebrated faculty members at UNC-CH, Dr. Leutze received the Standard Oil Award for excellence in inspirational teaching of undergraduate students in 1971 and the Tanner Award for distinguished undergraduate teaching in 1978. In 1986 he was named the first Dowd Professor of Peace and War.

Despite his heavy administrative duties and teaching load, Dr. Leutze has been a prolific and able researcher and writer. Among his many publications on U. S. foreign policy and national security affairs is *Bargaining for Supremacy: Anglo-American Naval Collaboration, 1937-41*, awarded the 1978 Bernath Prize for distinguished publication in foreign policy. Another of his publications, *A Different Kind of Victory: The Biography of Admiral Thomas C. Hart*, received the 1981 John Lyman Book Award in U.S. Naval History.

Dr. Leutze is married to the former Kathleen Erskine, a writer and researcher in medical ethics. They have three children.

ABOUT THIS GUIDE

The *GLOBE WATCH* Guide is not designed to prescribe lessons for the teacher. Rather, it is intended to serve as an aid to high school social studies (or other subject area) teachers who want to use part of the *GLOBE WATCH* series to supplement their standard curriculum.

Because we know the teaching profession makes such great demands on your time, we tried to provide the information you would most like to have at hand to teach the timely issues addressed by the *GLOBE WATCH* programs.

With some exceptions, the companion material for each show includes:

- 1) A statement of OBJECTIVE of the program.
- 2) A SYNOPSIS of the issue discussed.
- 3) BACKGROUND information on the country and issue.
- 4) A list of GUESTS on the show and their MAIN POINTS.
- 5) TERMS used in the program that may be unfamiliar.
- 6) Suggested discussion QUESTIONS.
- 7) Provocative QUOTES made by guests that can prompt additional discussion.
- 8) References for SUGGESTED READING.
- 9) The appendix features MAPS of each country discussed.

The following are suggestions developed by the teachers' advisory panel for using the *GLOBE WATCH* programs:

Before viewing:

- Have students volunteer their opinions and attitudes on the issue before viewing the show. Note these on the blackboard so they can be referred to after viewing.
- Explain the background of the issue dealt with in the show.

After viewing:

- Conduct discussion using questions in the guide.
- Examine and discuss changes that may have taken place since the program was recorded.
- Assign further research or reading on related issues or new developments since the program was recorded.
- Conduct a classroom debate on the issue. Divide the class into two teams, each defending one side of the argument.
- Refer back to students' opinions on the issue before viewing the show. Have their attitudes changed?
- Review the concepts presented in the show. Conduct a quiz for reinforcement.

CURRICULUM GRID

CURRICULUM GRID

		1. The Canadian Identity	2. Canadian Politics	3. Canada and Trade	4. Canadian Cultural Sovereignty	5. Canadian Regionalism	6. Canada and its Defense	7. Mexico and Immigration	8. Mexico's Cultural Influence	9. U.S.-Soviet Arms Race I	10. U.S.-Soviet Arms Race II	11. Finland	12. Japan in NorthCarolina	13. The Iran-Iraq War
Ninth Grade World Geography	9.1 Use map and globe skills to solve problems.	•				•		•		•	•	•		•
	9.2. Interpret maps.	•				•		•		•	•	•		•
	9.3 Construct and interpret maps, charts, graphs, and models to depict cultural and physical information.	•				•		•		•	•	•		•
	9.4 Examine selected world cultures including such aspects as beliefs, religions, values, traditions, and institutions.	•			•	•			•				•	•
	9.7 Explain selected general characteristics of regions of the world and investigate certain regional similarities and differences.	•		•		•		•		•	•	•		•
	9.9 Identify and evaluate the ways in which a people's technological level affects their perception of the resources they possess and the utilization of those resources in their communities, region, and world.			•			•	•			•		•	
	9.10 Define and analyze the concept "quality of life," taking into consideration the social and economic differences among peoples of the world.	•		•	•			•		•	•			
Tenth Grade World History	10.1 Describe individuals, events, and characteristics of various historical periods.		•					•		•	•			
	10.2 Compare and contrast past and present political systems.	•	•				•			•	•	•		•
	10.3 Analyze the development and effects of various religious/moral beliefs.				•	•			•					•
	10.6 Describe the socialization process of various cultures throughout history.	•			•	•		•						
	10.7 Compare and contrast past and present economic systems.		•	•				•		•	•		•	
	10.8 Explain current world issues in terms of their historical development.	•		•		•	•	•		•	•	•	•	•
	10.9 Identify the causes and effects of international conflict and means of resolution.						•			•	•	•		•
Eleventh Grade Va. & US History	10.10 Explain the evolution of interdependence among nations.	•	•						•			•	•	
	10.14 Identify the aspects of physical geography which have affected nations.	•	•			•		•		•	•	•		•
	11.3 Identify and analyze the impact of contributions made by ethnic and other groups in the development of American society.				•			•						
	11.4 Show the ways that divergent viewpoints have influenced historical events and decisions.					•	•		•	•	•			
	11.5 Describe the impact of world events on American culture.			•				•		•	•		•	
	11.6 Describe the historical roles of Virginia and the United States in world affairs.			•			•	•		•	•			•
	12.9 Compare and contrast economic and political systems.		•	•				•		•	•		•	
Twelfth Grade Va-US Gov	12.10 Identify and analyze the factors affecting decision-making at all government levels in the U.S.		•	•			•	•		•	•		•	•

This matrix has been designed to serve as a quick reference for the High School Social Studies teacher. *Globe Watch* covers a variety of concepts while it presents valuable information about the countries in the series. The column on the left lists a set of competency goals, organized by grade level and course title and cross-referenced to the *Globe Watch* programs listed along the top.

PROGRAM 1: THE CANADIAN IDENTITY

OBJECTIVE

To show that Canadians have evolved a different attitude and ethos from that of the U.S.

SYNOPSIS

Canada and the United States developed in parallel ways during their earliest years, by exploration and development, but diverged sharply in 1776. During the Revolutionary War, America struck out boldly toward a new vision of independence, while Canada remained close to Britain and evolved slowly toward an independent state.

Critical to its identity are Canada's two founding peoples, the French and the English. The two groups had and still have clear social differences, but Canada has acknowledged them as coequal in recognizing both their languages as official.

Canada also has an established policy of multiculturalism, which encourages all immigrant groups to retain their ethnic heritage.

BACKGROUND

Too many Americans think of Canada as merely an adjunct to the United States, a country so similar in appearance and culture that its people are almost indistinguishable from Americans.

We admire many Canadians without realizing their national origins: Well-known Canadians include Peter Jennings, Morley Safer, Anne Murray, Michael J. Fox, Lorne Greene, Monty Hall, Terry Fox, Farley Mowat, Guy Lombardo, and Art Linkletter.

GUESTS AND THEIR MAIN POINTS

ROBERT FULFORD, Editor of *Saturday Night* magazine, says Canadians are Americans who rejected the Revolution in 1776. He points out that the U.S. Constitution guarantees life, liberty and the pursuit of happiness, while the Canadian

equivalent promises peace, order and good government.

BRIAN LONG, Deputy Director for Academic Relations, Department of External Affairs, says Canada evolved in response to many actions taken by America, beginning with formation of their Confederation out of concern the Union army would look northward after the American Civil War. He says Canadians have established several entities, such as the Canadian Broadcasting Corp., to protect their culture. He adds they have more collective, rather than individual heroes, and the symbols of Canada are less stirring than those of the U.S.

HON. FLORA MACDONALD, Minister of Communications, says Canada is made up of a mosaic of many distinct cultural groups, which is a great asset. Holding it together is a set of values that unify the country, but someone from one province need not feel exactly like someone from another one.

DR. TAMARA WOROBY, Economics Professor in the Canadian Studies Center of Johns Hopkins School for Advanced International Studies, is of Ukrainian extraction and grew up in a Ukrainian community in Saskatchewan. She says her family was encouraged to keep their cultural distinctiveness.

NADIA DIAKUN, Special Assistant to MP David Kilgour, and an American who has long worked in Canada, says Canadians lack self-confidence because they are so dominated by Americans, who tend to be domineering and know very little about Canada.

DR. NORMAN LONDON, Academic Relations Officer at the Canadian Embassy, feels Americans take Canadians for granted, and that Canadians are offended that Americans know so little about them.

DR. JOHN KIRTON, Political Science Professor at University of Toronto, says we were very close at one time, but America left to form a new political system focused on other values. Immigrants to Canada retain their heritage; in America, they all become Americans.

HON. MARC LALONDE, who has held several Ministry posts, says he doesn't see Canadians worrying about what their identity is as much as they did a few years ago. He says if you live your life and be yourself, you will have an identity.

DR. CHARLES DORAN, Director of Canadian Studies Program at Johns Hopkins School for Advanced International Studies, answers the charge that Canadians are boring by saying that if good government, clean streets, and a good environment are boring, then Canadians are boring.

COUNTRY PROFILE

People

Population in 1985	25,399,000 (US:236,961,000)
Population density	7 per square mile (US: 66)
Population growth rate	1.2% (US: 1%)
Percent in urban areas	76% (US:74%)
GNP per capita	\$13,140 (US \$15,490)
Language	67% English only 18% French only 13.5% Bilingual

Geography

Area	3,851,790 sq.mi.(US:3,615,123)
Provinces	10: British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Quebec, Newfoundland, Nova Scotia, New Brunswick, Prince Edward Island
Territories	2: Yukon, Northwest
Capital	Ottawa, Ontario
Largest Cities	Toronto, Montreal, Ottawa, Vancouver, Edmonton, Halifax

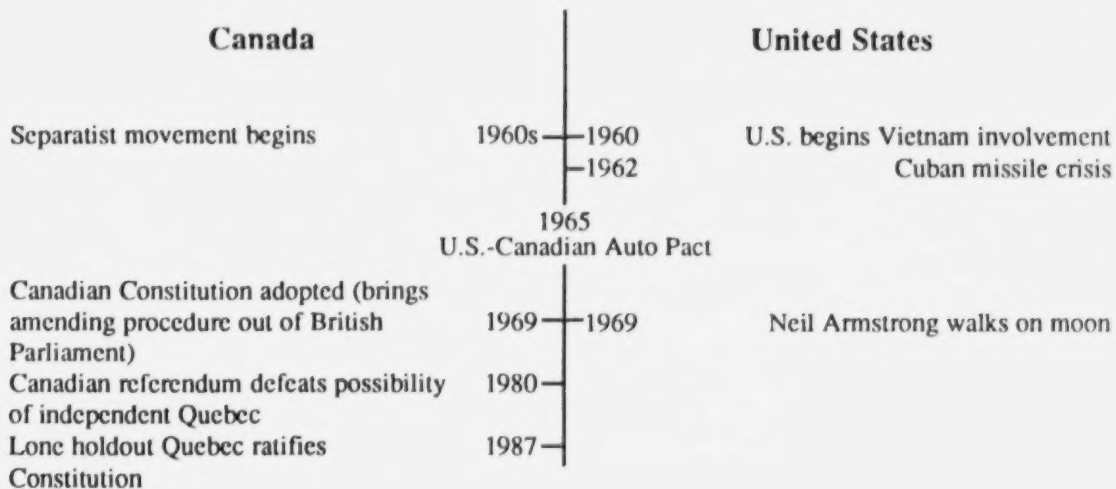
Government

See Program 2

COMPARATIVE TIME LINE

Canada		United States
	1492	Columbus discovers America
Cabot explores Newfoundland	1497	
Cartier explores Gulf of St. Lawrence	1534	
	1607	Jamestown founded
Quebec founded	1608	
Montreal founded	1642	
New France (Quebec) becomes royal province	1663	
French attack English in N.Y. and New England	1689	
	1710	British send six men-of-war to Boston— force captures Port Royal in Acadia
	1754	French and Indian War
Defeat at Quebec under Gen. Wolfe	1759	
Treaty of Paris gives Franco-American empire to British	1763	
U.S. invasion of Canada— General Montgomery captures Montreal	1775	
	1776	America declares independence
French Revolution	1789	American Constitution adopted
	1791	
Canada Act divides Quebec into Upper (Ontario, w/British law) and Lower (Quebec, w/French law) Canada	1791	
	1803	Louisiana Purchase
Canada abolishes slavery	1804	
	1812	America declares war on Britain
Americans sack British-Canadian capital at York	1813	
Canadian government recognizes two official languages	1813	
	1814	British invade U.S. via Lake Champlain British burn Washington, D.C.
	1815–1850	
Massive immigration from Europe	1815–1850	
	1825	Erie Canal completed
	1842	
Webster-Ashburton Treaty sets boundary between Canada and U.S. in the East	1842	
	1845	Annexation of Texas
	1846	Acquisition of Oregon
	1846–48	Mexican War and cession of SW





TERMS

Melting pot—The idea in America that ethnic groups who come here will gradually but ultimately blend in to the larger population and become assimilated without distinctiveness into the larger society.

Mosaic—In population terms, the idea in Canada that ethnic groups will not assimilate, but keep their distinctive heritage, passing it along to their children, as a contribution to society.

Multiculturalism—A policy in Canada of encouragement for minority cultures and languages to survive and grow.

National symbols—Representations of ideas and values in a country (e.g.—the Statue of Liberty is a national symbol of freedom in the U.S.).

Commonwealth—The body of nations, now independent, that once belonged to the British Empire. They still retain certain trade advantages between them.

Confederation—The union of Canadian provinces established in 1867 that created a sovereign state.

British North America Act—The document accepted in 1867 by the Confederation that delineated structure of government and division of powers for the nation.

SOME QUESTIONS

1. How would you describe an American?
2. Where do Americans get their ideas about Canada and Canadians?
3. What has been similar in the history of the two countries?
4. What symbols are used to represent the U.S.? Canada?
5. In what ways does American society dominate Canada?
6. What actions can Canada take to protect and project its own distinct identity?
7. How can encouragement of multiculturalism unify a country?
8. Compare how the promises in the Canadian Constitution (for peace, order and good government) and the American Constitution (life, liberty and the pursuit of happiness) might affect the values of their respective cultures.

EXPLAIN THESE QUOTES

LONG—"The idea of Wyatt Earp would be ridiculous in Canada."

MacDONALD—"I've heard our country described as a community of communities."

LONDON—"The U.S. is an everyday fact of life for Canada."

LONG—"Our history is not characterized by an assertive, aggressive approach to our being."

LALONDE—"You just have to live and be your own self and you will have an identity."

SUGGESTED READING

1001 Questions About Canada, by John Robert Columbo (Doubleday 1986).

A reference in question-and-answer format, this book addresses topics on geography, business, politics and people in a light and popular style.

The Canadians, by Andrew Malcolm (Bantam Books 1986).

Born in America of Canadian parents, this New York Times reporter spent four years visiting all parts of Canada to discover how Canadians think of their government, their country and themselves. He outlines their history, explores the effects of their binational culture, and draws a perceptive portrait of the people of Canada.

"Canada's New Economic Clout," Andrew Malcolm, *New York Times Magazine*, p. 63-5+, February 17, 1985.

Adapted from his book, mentioned above, Malcolm shows how Canada is developing a new profile in the world and in the U.S. through new investment and bolder marketing. Canadian products and services are becoming better known.

PROGRAM 2: CANADIAN POLITICS

OBJECTIVE

To show the relationship between Canada and the U.S. is affected by our two different political systems.

SYNOPSIS

The United States and Canada have an extremely close relationship, which may be unparalleled in the world. But, despite the close friendship, there are a number of problems that create friction. For the most part, our basic good will toward one another helps us work out these problems, but many times Canadians are distressed by American actions, partly because the U.S. has a different position in the world, and partly because they don't fully understand the workings of the American political system.

BACKGROUND

During the Wars of American Revolution and 1812, there was great hostility between the two countries. In both wars, the Americans invaded Canada to strike at the British, and the British retaliated by invading the U.S. through Canada.

In 1775, American General Richard Montgomery captured Montreal. General Benedict Arnold led another invasion through Maine to Quebec that failed. In 1777, the British attacked via Lake Champlain in an attempt to seal off New England from New York, but General John Burgoyne was forced to surrender his entire army at Saratoga. The 1783 Treaty of Versailles ceded to the Americans the entire Ohio Valley and much of the Great Lakes region.

In the War of 1812, American attacks at Detroit and Niagara failed, but they gained control of the Lakes after burning York, then the country's capital. In retaliation, the British occupied Washington and burned the White House. The 1814 peace settlement did not return any lost land to Canada.

Since that time, Canada and the U.S. have grown to be close allies on nearly every front.

The current administrations of President Ronald Reagan and Prime Minister Brian Mulroney may be the closest ever ideologically. But in the backs of their minds, Canadians always have the vague suspicion that America still wants to conquer them.

GUESTS AND THEIR MAJOR POINTS

JIM MEDAS, Deputy Assistant Secretary for Canadian Affairs at the U.S. State Dept. He points out that we have an arrangement with Canada that is unique in our foreign policy—the American President and Canadian Prime Minister meet in an annual summit, and our Secretary of State meets four times a year with the Canadian foreign minister.

AMB. THOMAS NILES, U. S. Ambassador to Canada, says we have a host of problems with Canada, but the fundamental relationship is sound, and we're managing the problems without coming to a serious parting of the ways.

AMB. ALLAN GOTLIEB, Canadian Ambassador to the U.S., says Canada has been treated well by the Reagan administration, but they have been disappointed in some areas of the broad relationship, especially acid rain and protectionist moves against Canadian imports.

JENNIFER LEWINGTON, Washington economics correspondent for the *Toronto Globe & Mail*, says much is made in Canada of the "special relationship" between the two countries. She notes that in Canada's Parliamentary system, the party in power can introduce legislation and almost certainly win the vote. In the U.S. system, if the President wants legislation, he must present it to Congress, which is not always loyal to party lines.

DR. JOHN KIRTON, Professor of Political Science at University of Toronto, says Canadians give

themselves too much credit for understanding the political dynamics of American society. They often get upset by headlines because they don't understand the system.

ALLAN FOTHERINGHAM, columnist for the Southam Newspaper Group, likens the relationship to that of an elephant and a mouse, and says Canadians feel they don't get the attention from the U.S. they'd like.

MARGARET ATWOOD, author, notes that Canadians tend to be more conservative politically than Americans.

SEN. EUGENE FORSEY says Canadians get on well with individual Americans, but are always a little suspicious of them as a political entity. He adds that they have always feared to some extent that they will be absorbed into the U.S.

TERMS

Tariff—A legislated tax on goods imported from another country in order to make their prices competitive with those manufactured in the U.S.

Protectionism—The political mood to protect U.S. industry by making it more difficult for imported products to compete in the American marketplace. Also the tariffs and other trade barriers enacted to limit such competition.

Market forces—Economic trends that affect supply, demand and pricing structures of goods and services sold in the open market.

Special relationship—A political relationship that gives unusually beneficial consideration to one country above and before other countries of similar economic and political importance.

Finland relationship—Finland is the only western democracy that borders on the Soviet Union, but its political and economic activities are significantly influenced by the Soviet Union.

Acid rain—Airborne chemicals from industrial processing that are brought down from the atmosphere by raindrops; it kills foliage and pollutes water. Canada suffers a great deal from acid rain caused by industrial processing in the American midwest.

COMPARISON OF GOVERNMENTS

The Government of the United States is a constitutional democracy characterized by three separate branches that act as a system of checks and balances on each other.

The *Executive Branch* is the President, who serves as administrative chief of government and is chosen by the electoral college, whose representatives correspond in numbers to the populations of the states they represent. The President's most important power is in shaping foreign policy. His 11 Cabinet members are heads of the most important executive departments and offer advice, but do not set policy. The President can veto legislation.

The *Legislative Branch* is Congress, which is separated into two parts—the Senate has 100 members, two from each state; the House of Representatives has 435 members, based on population of each state. Congress has the power to make legislation, conduct investigations, and impeach elected officials. A Presidential veto on legislation can be overridden by a 2/3 vote of both houses.

The *Judicial Branch* at the national level is made up of the federal court systems, including the Supreme Court. Judges are nominated by the President, but must be approved by the Senate. The Judiciary can hold laws to be unconstitutional.

The Government of Canada is a Parliamentary system similar to that in Great Britain. It likewise has three branches, but they do not act as checks and balances.

The *Executive Branch* is made up of the Queen of Canada (Queen Elizabeth II), the Prime Minister and the Cabinet. The Queen is represented in Canada by the Governor General, who acts in a ceremonial function. The Prime Minister, who holds the real executive power, is the leader of the political party with a majority of seats in the House of Commons. The Prime Minister chooses a Cabinet of 26 Ministers from among the same party who holds the majority in the House of Commons. They run the departments of government and together they shape government policy.

The *Legislative Branch* is not clearly distinct from the Executive Branch, because the Prime Minister and most of the Cabinet are members of the House of Commons and remain in office only as long as their party holds a majority. If the Commons defeats a bill or passes a motion of no confidence, the Prime Minister must resign or dissolve Parliament and face an election.

The Senate is the second House of Parliament, and its Senators are selected by the Prime Minister and Cabinet. It has less real power than the Commons, but does much valuable revision of bills.

The *Judicial Branch* is made up of appointed judges at every judiciary level, from county and superior court judges in the provinces, to the nine justices of the Supreme Court. Superior court judges can be dismissed only by a vote of both Houses of Parliament.

SOME QUESTIONS

1. Give examples of the broad span of issues that concern Canada and the U.S.
2. What benefits do both countries get from their special relationship? Why is it important?
3. How much should Canada's position be taken into account in American domestic policy issues? International issues?

4. Why were Canadians disappointed with U.S. proposals to clean up acid rain?

5. Why was Ottawa selected as Canada's capital?

6. Why do Canadians feel the U.S. takes them for granted?

EXPLAIN THESE QUOTES

KIRTON—"Canadians are a little neurotic about the U.S. Congress."

LEUTZE—"What Mr. Mulroney wants, Mr. Mulroney gets, and what Mr. Reagan wants, he might get."

LEWINGTON—"In the U.S., it's hard to see the Canadian presence."

FOTHERINGHAM—"The U.S. can do anything down at the White House if it really wanted to, to punish Canada."

FORSEY—"We get on well with you individually, but we're always suspicious of you politically."

SUGGESTED READING

"After the Eyes Stopped Smiling," Marci McDonald, *Maclean's* 98:12-13, April 1, 1985. An article about the Reagan-Mulroney summit in March, 1985, which offers a lot of insight into how the U.S. treats Canada, and what Canadians think about it.

"Ottawa's Foreign Policy Agenda," David Lord, *Maclean's* 99:17, Dec. 1, 1986. An evaluation of the state of PM Mulroney's Conservative government. Though his personal ties with President Reagan are strong, he has not been able to overcome the tensions of the Trudeau era. The long-range foreign-policy objective of his government is to strengthen Canada's position as a middle power.

"The Mulroney Era," Robert Miller, *Macleans* 97:10, Sept. 17, 1984.

An examination of PM Brian Mulroney's background and his objectives early in his tenure as Prime Minister.

"Wrapping Quebec in the Flag," Peter Newman, *Macleans* 99:35, Aug. 25, 1986.

It took Quebec 18 years to ratify the Canadian constitution. This article, written before ratification, outlines Quebec's objections to the new document.

PROGRAM 3: CANADA AND TRADE

OBJECTIVE

To explore the U.S.-Canadian trade relationship.

SYNOPSIS

Canadians sometimes feel that the volume of trade activity between Canada and the U.S. ought to provide them with more concessions from the U.S., but despite the special relationship between the two countries, the U.S. ultimately is looking out for itself. What especially irritates the Canadians is that while we are engaged in historic free-trade negotiations, Congress and the Commerce Department are still enacting trade policy to the detriment of Canada. Previous attempts at free-trade or reciprocity agreements led to the political downfall of those who promoted it in Canada. The result of current negotiations will probably be freer trade, as both countries work out their places in global economics.

BACKGROUND

The U.S. and Canada are the world's largest trading partners, exchanging in 1985 \$120 billion in goods and services. The U.S. sells mostly machinery, equipment and consumer goods; Canada sells mostly autos, forest and mining products and energy. But when it's all added up, the U.S. ends up with a \$20 billion trade deficit.

The confederation of Canada in 1867 was stimulated in part by the loss of Britain as a primary purchaser of raw materials, and by rejection of a reciprocity agreement by the U.S. Since then, Canada has enacted a series of tariffs against U.S. manufactured goods in order to strengthen its own industrial base. The U.S., in turn, has established tariffs against Canadian steel, fisheries, lumber, and a host of other products.

Trade negotiations are now under way to untangle the web of trade barriers between the

two countries, but even as they are going on, Congress has enacted additional protectionist legislation, under pressure from its domestic interest groups. Though there are instances of successful trade agreements on specific industries, free trade in general has not been popular in Canada. The atmosphere now is one of frustration and suspicion.

GUESTS AND THEIR MAIN POINTS

JENNIFER LEWINGTON, Washington economics reporter for the *Toronto Globe & Mail*, sets the stage by saying the U.S.' rising trade deficit encourages the protectionist element, and Canadians are worried the Americans might establish new rules that will hurt them economically. She adds that the U.S. acts in its own economic interest, sometimes to the detriment of Canada.

DONALD CAMPBELL, Assistant Deputy Minister in Canada's Dept. of External Affairs, agrees, saying when the PM makes an agreement, his administration concurs. What the President wants may not be mirrored in Congress. But trade negotiation between any two countries is an obstacle course.

MATT ABRAMS, lobbyist in Washington for several Canadian firms, explains that the Canadian system is very closed and centralized. In the U.S., trade issues are handled by every federal department, and every committee in Congress.

JIM MEDAS, Deputy Assistant Secretary at the U.S. State Dept., warns that protectionism in one country generates it in another.

JOE GERARD, of the American Furniture Manufacturers Association, points out the 15% Canadian tariff on U.S. furniture, while we have

a 2% tariff on Canadian furniture. In 1985, Canada sold \$350 million more in furniture in the U.S. than we sold there.

AMB. ALLAN GOTLIEB, Canadian Ambassador to the U.S., maintains that any protectionist action by the U.S. will have a disproportionate effect in Canada because of the different sizes of our economies.

AMB. THOMAS NILES, U.S. Ambassador to Canada, says Canada can't ask for full status among major industrial powers, while still maintaining it is a developing economy that needs protection from competition.

DR. TAMARA WOROBY, Economics Professor at Johns Hopkins SAIS, describes the 1911 Canadian election when Prime Minister Laurier agreed to a full free-trade agreement with the U.S. He was soundly defeated, and in years since anyone who suggests new free trade is reminded of it.

SEN. EUGENE FORSEY remembers the 1911 election, and says Canadians still mistrust the idea of free trade because of the economic strength of the U.S.

DR. JOHN KIRTON, Professor of Political Science at the University of Toronto, suggests it is possible for both countries to benefit from free-trade agreements.

DR. DICK PRESTON, of Duke University, says Canada will always be the weaker partner in free-trade discussions because they have difficulty negotiating with the U.S.' complex political system.

TERMS

Tariff—A tax on imported goods that raises their prices, so locally made products can compete better in the marketplace.

Protectionism—The political mood that encourages the enactment of tariffs to encourage sales of locally made products; also the duties and customs taxes thus established.

Countervailing duties—Taxes imposed by one country against another's imports, that will act with equal impact to taxes imposed by the other country.

Subsidy—Direct financial aid from a government to private enterprise.

Free trade—Exchange of goods and services between two countries that does not include tariffs, duties or subsidies.

Level playing field—An expression referring to giving both parties in the free-trade negotiations equal chances at making a beneficial arrangement for itself.

Subsidized wheat sale—In 1986, the U.S. sold a massive amount of grain to the Soviet Union. To insure that we made the sale and thereby satisfied American farmers, the government sold the wheat below world market price, and used tax money to make up the difference to the farmers.

U.S.-Canada Auto Pact—A very successful agreement, made in 1965, that American auto manufacturers could establish factories in Canada and benefit from lower costs there. It provides completely free trade in original equipment, parts and vehicles.

IMPORTS AND EXPORTS 1985

Canada's main exports, which go primarily to the U.S.

Autos and parts	\$23 billion
Forest & mining products	\$21 billion
Energy	\$12 billion
Machinery & equipment	\$10 billion

Canada's main imports, which come primarily from the U.S.

Autos and parts	\$22 billion
Machinery & equipment	\$20 billion
Variety of consumer goods	\$11 billion

SOME QUESTIONS

1. Why are members of Parliament so upset about American behavior during the free-trade talks?
2. What other concerns do Canadians have about the free-trade talks?
3. Why is lumber such an important issue to Canadians?
4. Do you think protectionist tariffs are effective? What long-term effects might they have?
5. Why is it difficult for Canadians to understand American economic actions?
6. Why is it more difficult for Canadians to trust the U.S., than for the U.S. to trust Canada?

EXPLAIN THESE QUOTES

LEWINGTON—"To think the U.S. is going to worry about implications for Canada is to be a little naive about how politics works."

BROADBENT IN PARLIAMENT—"How much abuse is the government going to take before it tells the U.S. to take a hike on trade talks?"

MEDAS—"Protectionism in one country generates protectionism in the other country."

LEUTZE—"Each tariff action compounds the sense the U.S. is battling with the Canadians rather than trading with them."

WOROBY—"No truck or trade with the Yankees."

SUGGESTED READING

"The Sweep of Free Trade," Paul Gessell, *Maclean's* 100:24-5, March 16, 1987.

An update on the free-trade negotiations. The U.S. wants an elimination of all tariffs by the year 2000, which makes Canadian business nervous. As details on treatment of specific industries leak out, provincial leaders are beginning to press for veto power to protect their interests.

"A Canadian Opportunity," C.M. Aho and M. Levinson, *Foreign Policy* 66:143-55, Spring 1987.

A long, densely packed, thorough examination of the trade issue that goes beyond discussion of tariff barriers and includes market access and foreign investment. It states the U.S. is looking at Canada as a test case for other trade liberalization.

"A Neighbor's Trade Dilemma," Barry Shelby, *World Press Review* 33:37-8, Aug. 1986.

A synthesis of several articles on U.S.-Canadian trade, that points out who would benefit, and what special interests each wants to keep off the bargaining table.

"Freer Exchange of Trade," Michael Rose, *Maclean's* 97:14, April 1, 1985.

Written shortly after PM Mulroney and President Reagan announce their intention to halt trade protectionism between their countries, this provides good, basic information about the scope of the issue.

"Canada's New Economic Clout," Andrew Malcolm, *New York Times Magazine* p. 63-5+, Feb. 17, 1985.

Adapted from his book, *The Canadians*, Malcolm examines Canada's outreach in trade and marketing, both in the U.S. and the world.

PROGRAM 4: CANADIAN CULTURAL SOVEREIGNTY

OBJECTIVE

To see how Canada is protecting its cultural identity in the face of overwhelming cultural imports from the U.S.

SYNOPSIS

Because of its similar appearance and heritage, the distinction between Canadian and American culture is blurred. Many Canadian government officials feel that if the slim control Canadians have over their conduits of cultural expression is lost, they will never regain it. Distributors of American cultural products (books, TV, films) are unhappy that Canadian markets are limited by Canada's broadcast quotas and subsidies for Canadian publishing, broadcasting and filmmaking industries. Many Canadians prefer American programs, but agree that the Canadian product needs subsidies.

BACKGROUND

Despite the vast size of Canada, 90% of its inhabitants live within 200 miles of its communal border with the U.S. As a result they have full access to American TV and radio broadcasts, and are inundated with American movies and magazines. 98% of TV drama is non-Canadian, and 97% of all movie theaters in Canada are owned by American firms. Canadians in the arts and in government are concerned that the Canadian cultural product, and the Canadian identity itself, may be lost in this flood.

Canadian broadcasting has long been supported as a public enterprise—radio since 1932, TV since 1952. Regulations stipulate that 30% of broadcasting must be content of Canadian origin. In addition, part of the billion dollars the government spends per year on the arts goes to feature and documentary films. But now, cultural sovereignty is under additional attack—the government is forced to cut spending at many levels, so the arts are getting less, and access to

the Canadian cultural markets is being negotiated at the current free-trade talks with the U. S. Though many Canadians prefer American TV and movies, others are fearful Canada will lose control over its cultural expression entirely.

GUESTS AND THEIR MAIN POINTS

MICHAEL SPENCER, former head of Canadian Film Development Corp., defines cultural sovereignty as the power or ability of a country to express itself to its own citizens in all cultural media. After movie industry started, theaters in Canada were immediately controlled by U.S. firms.

ROBERT FULFORD, Editor of *Saturday Night* magazine, describes Canadian culture as the expression of lives of Canadians through all arts. He says the government subsidizes most arts in Canada, partly because Canada doesn't have a large popular market. Canadians feel that American productions are so vast and numerous they will sweep aside their own native efforts unless they are protected. Parts of the cultural industry are at risk in free-trade talks because even the very small percentage of protected Canadian content might be lost.

CYNTHIA SCOTT, filmmaker for the Canadian Film Board, grew up seeing American films in theaters, but Film Board documentaries in school and was thrilled to learn about her own country that way. Without government funding, she wouldn't be able to work as creatively.

FRANCOIS MACEROLA, President of the Canadian Film Board, fears that if more isn't done to protect Canadian cultural products, in five years, Canada won't have a cultural identity. He feels Canadian authorities should have final say in production and distribution of cultural goods in Canada.

HON. FLORA MacDONALD, Minister of Communications, says the country was established so as not to be overwhelmed by the U.S., and with only a tenth of the U.S. population, Canadians still have to worry. In the U.S., the idea of culture is closely tied to entertainment; in Canada, it's equated with culture and heritage. Canadian culture is strong, but vehicles for it are fragile because Canadians don't own them.

BERNARD OSTRY, President of TV Ontario, says 98% of TV drama in Canada is non-Canadian. Canadian drama is popular, there just isn't enough of it to fill market.

PIERRE JUNEAU, President of Canadian Broadcasting Corp., worries that because the current administration is cutting all public expenditures, the CBC won't be able to provide services Parliament has mandated it to provide.

MARGARET ATWOOD, author, is very worried about the inclusion of cultural industries in free-trade talks. She says unless the arts can receive some funding from private donations, government subsidies are their only chance of survival.

TERMS

Cultural sovereignty—A country's ability to control the media by which its people express their heritage, history and creativity.

Cultural media—Vehicles for expressing news, information and entertainment —newspapers, books, magazines, television, radio, film.

SOME QUESTIONS

1. In what ways might Canada be overwhelmed by American culture?
2. What do Canadians think will happen if Canadian government lessens its funding for the arts?
3. Why isn't Canada able to produce more of its own films and TV programming?
4. Why are American distributors upset with Canadian subsidies and regulations?
5. Is the problem likely to increase or decrease? Why?
6. If Canadians like American TV and movies, should the Canadian government spend tax money to support Canadian productions?

EXPLAIN THESE QUOTES

LEUTZE—"On the surface, most Canadians and Canada are hard to tell from Americans and America."

MACEROLA—"Our role is to increase the choice of the Canadian public."

LEUTZE—"Are you trying to reflect or create Canadian culture?"

MacDONALD—"We equate culture with our values and traditions and heritage."

SUGGESTED READING

"A Question of Identity" *Maclean's* 100:42, Jan. 5, 1987.

Results of a poll on cultural sovereignty indicate Canadians feel they are losing their cultural identity to America. But they don't feel an urgency to protect it because Canadian cultural industries have not convinced Canadians of the link between their national identity and the trade talks.

"Fighting Words on Trade," M. Gee, *Maclean's* 100:16, Feb. 16, 1987.

U.S. Trade Representative Clayton Yeutter's views on protecting Canadian cultural industries, which are that they should be on the negotiating table along with everything else.

"Raising the Stakes on Free Trade" *Maclean's* 98:13-14, Dec. 16, 1985.

This outlines PM Mulroney's feelings on cultural sovereignty and his insistence on keeping it out of the free-trade talks.

"A Campaign in Support of Entertainment" *Maclean's* 99:77, March 17, 1986.

This reports on former Communications Minister Marcel Masse's campaign for support of cultural industries. The provinces are slow to unify behind the federal commitment. It also offers facts and figures, especially on the film and publishing industries.

PROGRAM 5: CANADIAN REGIONALISM

OBJECTIVE

To examine how geography and cultural groupings divide Canada.

SYNOPSIS

After discussing economic and social effects of the failed separatist movement, and illustrating how the spirit of Quebecers differs from that of other Canadians, the program continues with an explanation of multiculturalism. The idea of encouraging ethnic groups to maintain their distinctiveness has been extremely successful in Canada. The country is also divided into very separate regions by geography. Guests discuss whether, when one province or region falls on hard times because of world market prices, the rest of the country should help it out financially with equalization payments.

BACKGROUND

Though Canada officially recognizes the French and English as two coequal founding nations, and made both their languages official in 1813, there has always been an innate tension between Anglophones and the minority Francophones. Quebec is home to most of the French-speakers, but significant populations of them live in Nova Scotia and New Brunswick.

Though the idea has long been discussed, a movement arose in the 1960s to make Quebec a sovereign state separate from Canada. Popular sentiment was focused by Gen. Charles De-Gaulle, when he visited Montreal in 1967 and made a speech highlighted by saying "Vive Free Quebec!" A national referendum was called, and in May 1980, Canada's citizens, including Quebecers, voted against separatism. But during the time of uncertainty, many businesses and industries moved out of Quebec, leaving the province with less income and fewer jobs.

In addition to the cultural split, Canada is divided by geography into five distinct regions which are characterized by differences in language, lifestyle and economic production. They are: 1) The Pacific rim, strong in timber and

shipping to Asia; 2) the three prairie provinces, good in oil and gas, grain and livestock production; 3) industrial Ontario, which does most of the country's manufacturing and processing; 4) Quebec, which produces some raw materials and does some manufacturing but is distinct because it is French-speaking; and 5) the four maritime provinces, which produce fish and farm products.

GUESTS AND THEIR MAIN POINTS

DR. CHARLES DORAN, Director of Canadian Studies Program at Johns Hopkins SAIS, says the separatist movement is no longer important on the national agenda. He adds that a key difference in Canada is the fact it was founded by two nations, and is still composed of two major cultural groupings. They share values, but have differences in outlook. Assimilation is not encouraged. Later in the show, he defines regionalism as north-south splits in the country which are characterized by differences in language, lifestyle and economy.

MARGARET ATWOOD, author, says a separate Quebec would leave Francophones a very tiny minority on the English-speaking continent.

HON. MARC LALONDE, former Cabinet Minister, points out that nationalism will always live in Quebec, where residents are proud of being French-Canadians, but agrees separatism is dead for the next generation or two. Talking about regionalism, he notes that Ontario has always come out ahead economically because of its industrial base. Easterners are not too sympathetic to the poor west, because in the heyday of the west, westerners were not sympathetic to the east. Recently there has been increasing recognition that the federal government should have a tax base to enable it to make equalization payments between provinces.

D'IRDEVILLE FORTIER, Commissioner of Official Languages, says that Canada's bilingualism is set in a multicultural context—there are many other, smaller cultural groupings in Canada.

ROBERT FULFORD, Editor of *Saturday Night* magazine, notes that while Canada may be the world's most accepting nation, its ethnic immigrants still feel some degree of racism.

HON. FLORA MACDONALD, Minister of Communications, says that regional differences in Canada are to be celebrated, but unless people in one region appreciate the problems of people in others, the country won't be knit together.

DAVID KILGOUR, Member of Parliament from Alberta, explains that the prairie provinces are in economic difficulty because they depend on natural resources (oil, wheat), for which prices are now very low. He adds that his constituents feel that central Canada is not sufficiently sensitive to their problems.

DR. TAMARA WOROBY, Professor of Economics at Johns Hopkins SAIS, points out the tariff structure that discouraged imports on U.S.-made machinery, makes it more expensive for a western farmer to buy machinery shipped from Ontario.

TERMS

Regionalism—Devotion to the advancement of the interests of one's own region above the interests of the nation at large.

Nationalism—National spirit or aspirations, devotion to the interest of one's own nation.

Bilingualism—Ability to speak and understand two languages.

Francophones—People whose mother tongue is French.

Anglophones—People whose mother tongue is English.

Melting pot—The idea in America that ethnic groups who come here will gradually blend into the larger population.

Mosaic—The idea in Canada that ethnic groups will not assimilate, but keep their distinctive heritage as a contribution to society.

Pluralism—A system or theory that recognizes more than one source or principle.

SOME QUESTIONS

1. Why did Quebecers want to be independent in the 1960s and 1970s? Why is it not an important movement today?

2. What underlying antagonisms might there be between French and English Canadians? Where did they come from?

3. Should provinces (or states, for that matter) have to bear the economic burden when another province is in financial trouble?

4. What financial difficulty can a province or state get into if it depends primarily on one source of income (like oil or fish)? What states do you know of are having similar problems?

5. Into what major regions do you think the U.S. breaks down?

6. Are there any regions in the U.S. as distinct as Quebec?

7. Do you think Canada is less unified than the U.S. because it encourages ethnic cultures?

EXPLAIN THESE QUOTES

ATWOOD—"Better to be 6 million Francophones in a puddle of 25 million Anglophones, than in an ocean of 260 million Anglophones."

DORAN—"Assimilation is a bad word, a non-word in Canada, not a factor in public policy at all."

MACDONALD—"Those differences are to be celebrated, not ignored."

LALONDE—"The notion of building a modern society that would favor pluralism is not one you can find in many countries of the world."

SUGGESTED READING

"Living French in Canada," Bruce Wallace, *Maclean's* 99:26-7, February 24, 1986.

A look at Francophones outside Quebec, where they are not always tolerated. They often assimilate into the English culture because it's easier, especially in the workplace, where the English language dominates.

The Two Solitudes, Hugh MacLennan, Toronto: Macmillan, 1978.

A study of the French and English cultures in Canada—how they interact, plus when and why they don't.

The Nine Nations of North America, Joel Garreau, Boston: Houghton Mifflin, 1981.

The author breaks down the continent, from Canada to Mexico, into nine distinct regions characterized by geography and economic basis, and shows how they have developed.

"Disillusionment in the Region," Mary Janigan, *Maclean's* 100:17, Feb. 2, 1987.

An extended article about economic controversies between the federal and provincial governments. It illustrates the problems in several different regions, and quotes a number of officials who feel the government in Ottawa is insensitive to their problems.

"The New Politics of Language," Carol Goar, *Maclean's* 97:14, April 2, 1984.

When a Liberal candidate said Manitoba's language dispute should be a provincial matter, it sparked a larger controversy about the federal government's commitment to bilingualism.

PROGRAM 6: CANADIAN DEFENSE

OBJECTIVE

To examine the state of U.S.-Canadian defense relations.

SYNOPSIS

The program acknowledges the close military relationship Canada and the U.S. have had in the last century, but notes that Canada's level of defense spending is among the lowest of the NATO allies. Guests explain this is due to cutbacks in the previous administration, and current financial constraints. They believe Canada is doing its part in meeting obligations, and do not think they have forfeited their sovereignty. Canadians interviewed on the street feel they don't have to raise defense spending, knowing the U.S. will protect them. There is resentment in Canada over U.S. cruise missile tests there, and at the U.S. icebreaker that went through Arctic waters. The American view is that missile testing is part of sharing the American defense umbrella, and if Canada wants complete military sovereignty, it will need to raise its defense budget.

BACKGROUND

The relationship between the U.S. and Canada rapidly improved after the War of 1812, and their close military posture solidified during World War I, when Canadian and American troops fought together. Canada entered World War II two years before the U.S., and many Americans joined the Canadian forces then in order to participate. In 1940, President Franklin Roosevelt and PM William Lyon Mackenzie King established the Permanent Joint Board on Defense, a mutual defense pact both countries regard highly.

After World War II, Canada and the U.S. both became members of the North Atlantic Treaty Organization, which committed to the defense of western Europe the U.S.' arsenal of nuclear weapons. By agreeing to that, Canada tacitly agreed to its own protection under the

American nuclear umbrella, though it never wished to have nuclear weapons deployed in Canada.

In recent years, Canada's contribution to NATO has been criticized because its level of defense spending, compared to other NATO nations, is very low. The U.S. spends 6.6% of its gross national product on national security affairs, while Canada spends only 2.2%. Many Canadians do not wish to raise the budget because they have social programs they'd prefer to fund, and because they feel their country is quite safe from aggression because of the overwhelming power of the U.S.

Despite this, Canadian public opinion is rising against the U.S. for testing its cruise missiles over Canada, and boldly sending an icebreaker through Canadian territorial waters in 1985 without proper authorization. They think the U.S. is taking its northern ally too much for granted.

GUESTS AND THEIR MAIN POINTS

GEN. G.E. YOUNGHUSBAND, Military Attache to the Canadian embassy in Washington, says Canadian-American defense cooperation is probably the closest in the world. He adds that Canadian defense spending has increased in recent years to overcome the previous administration's zero growth, which resulted in major cutbacks in defense capability.

GERALD WRIGHT, member of the Canadian Atlantic Council, notes that it is remarkable Canada is committed to paying for the defense of Europe, because Europe has long since recovered from the last war. He adds most Canadians support Canada's role in NATO, and do not see themselves as taking a free ride on American defense spending. He thinks Canada is somewhat apart from the East-West power balance; its more effective role is that of containing conflicts.

PAUL DICK, Associate Minister of National Defense, says the majority of Canadians would like to spend more on defense but can't, due to current financial constraints. He denies that Canada has given up its sovereignty, saying they work closely with the U.S. in NORAD and other operations. Later he explains that the Canadian government stood neutral on the issue of Star Wars—they did not wish official participation, but encouraged any Canadian industry to apply for contracts.

GEN. BUD TAGGERT, Commandant of the Canadian Forces College, feels that increasing the defense budget is not a major issue to most Canadians, noting they are apathetic because they don't understand the broader security issues. He defends the current level of spending by saying it's appropriate to Canada's position in world politics.

AMB. THOMAS NILES, U.S. Ambassador to Canada, says we would like to see Canada spend more on defense, pointing out it has a small defense establishment compared to its level of economic development.

JIM MEDAS, Deputy Assistant Secretary for Canadian Affairs, U.S. Department of State, notes that we have made clear to the Canadians our dissatisfaction with their defense contribution. On the icebreaker issue, he points out that we did approach the Canadian government before it went through to work out an agreement. Canada since then has taken actions to further assert its rights in the Arctic.

ALLAN FOTHERINGHAM, columnist for the Southam Newspaper Group, says it's hypocritical for Canada to exist under the U.S. defense umbrella, but he resents that the U.S. tests its cruise missiles over Canada.

TERMS

Sovereignty—Supreme and independent power and authority of a government to make decisions concerning national interest.

Gross national product—Total income value of all products and services sold by a nation.

National security—Those efforts—military, political, economic, etc.—that a nation makes to protect itself and its interests.

NATO—North Atlantic Treaty Organization, a mutual defense pact of western nations.

NORAD—North American Air Defense Command, joining American and Canadian Air Forces under one command for the defense of North America.

Cruise missile—A jet-assisted flying bomb which has its own ground-hugging guidance system. Relatively slow-flying, but hard to detect and intercept.

Territorial waters—Coastal waters claimed by a nation; different nations have different interpretations of where their boundaries lie.

Permanent Joint Board on Defense—A mutual-defense agreement between Canada and the U.S. signed in 1940.

East-west power balance—The balance of influence (military, economic and political) between the communist nations, led by the Soviet Union, and the western nations, led by the U.S.

QUESTIONS

1. Why would Canada and the U.S., who had once fought each other, become allies?
2. Why would Canadians feel they don't have to spend a lot of defense?
3. Has Canada lost any of its sovereignty by accepting so much American protection? What could Canada do to prevent it?
4. If Canada were an unfriendly country, how would U.S. defense activities change?
5. Does the U.S. have the right to pressure an ally to allow missile tests or other military activities on its soil?
6. Why were Canadians upset that an American icebreaker went through Arctic waters?

EXPLAIN THESE QUOTES

TAGGERT—"The nation as a whole is fairly apathetic about defense matters."

WRIGHT—"Demand on the public purse has been greater, and so far it has not been possible to significantly increase the defense budget."

TAGGERT—"If you rely on someone else to carry part of your responsibility, then you to a degree give up some of your sovereignty."

FOTHERINGHAM—"I resent that you test your missiles to see if they crash on an unfortunate farmer in Saskatchewan. Test them in your own country."

SUGGESTED READING

"Canadians Reconsider Defense Commitments," Paul Mann, *Aviation Week & Space Technology* 125:132+, Aug. 4, 1986.

Parliament's joint committee on international relations recommended restructuring its defense commitment, admitting it would be difficult for Canada to meet its obligations in case of an assault. The new Defense Minister, Henry Beatty, approached NATO officials about reducing Canada's role. In order to meet current commitments in Europe, and increasing ones in the Arctic, Canada would have to double its defense budget.

"Resurgent Nuclear Debate," Michael Clugston, *Maclean's*, 98:10, March 4, 1985.

This cover article describes public dissatisfaction in Canada about U.S. testing of cruise missiles over Alberta. Many feel cruise missiles are part of a U.S. shift toward seeing nuclear war as winnable, and they worry about the cost and terms of military ties with the U.S. In response, Washington has shown little patience with allies who resist nuclear exercises or bases.

"New Air Defense Pact Provides Canadian Takeover of DEW Line," Paul Mann, *Aviation Week & Space Technology* 122:23-4, March 25, 1985.

A pact signed at the 1985 U.S.-Canada summit will lead to a \$1 billion joint upgrading of the Distant Early Warning radar network into the North Warning System, but there is suspicion it will draw Canada into the Strategic Defense Initiative.

"Minority Report," C. Hitchens, *Nation* 240:360, March 30, 1985.

The North Warning System joint proposal will place 52 new short and long-range radar stations in Canada. The author points out that landing strips and AWACs in Canada will follow, and that Canada is being slowly led to contributing to a more dangerous world.

PROGRAM 7: MEXICO AND IMMIGRATION

OBJECTIVE

To look at illegal immigration from Mexico into the U.S. and examine the effects of the 1986 Immigration Law.

SYNOPSIS

The border between Mexico and the U.S. is very little deterrent to a flood of illegal aliens from Mexico because it is easily crossed and, once across, they can earn in a day in the U.S. what they might earn in a week at home. Guests on the program say this will not change as long as Mexico's economy remains in decline or stagnant. The 1986 Immigration Law is debated—pro, by those who feel employers should no longer be able to pay workers below minimum wage and offer no benefits; con, by those who feel legitimate workers will now be denied work. Some feel Mexican immigration will slow only if the U.S. takes major steps to stimulate and bolster the Mexican economy.

BACKGROUND

The dramatic fall of oil prices in the early 1980s has severely limited income for the Mexican economy, which has never been strong enough to support the needs of all its population. Unemployment has risen to more than 50%. As a result, undocumented aliens from Mexico have been coming into the U.S. in numbers 10 or 20 times those of the 1960s. The majority come over the border every day to work at menial jobs in nearby American cities, returning home every night to their families in Mexico. Others continue to more distant American cities, hoping to become lost in the crowds. Either way, they put an additional strain on health and educational facilities paid for by American taxes.

The recent Immigration Reform and Control Act of 1986 has two major elements. First, it offers amnesty to all undocumented aliens who can prove they have lived continuously in the U.S. since before 1982, allowing them to be-

come legal permanent residents. Second, the law will enforce sanctions against employers who hire illegals, except in agricultural enterprises. The expectation is that, without jobs available, fewer aliens will cross the border. The fear of the Mexican-American community is that legitimate workers will be denied work because employers will be afraid of hiring Hispanics who might be illegal.

GUESTS AND THEIR MAIN POINTS

JUAN ARANDA, Vice President of the Texas AFL-CIO labor organization, supports sanctions against employers who hire illegal aliens because illegal workers keep legitimate workers out of jobs. Illegal workers have no rights to claim bad working conditions. Later, he criticizes the Twin Plants concept, in which American-owned firms can set up factories in the Mexican border region to take advantage of lower wages.

JUAN GARCIA, District Director of LULAC, disputes that immigrants are taking jobs from Americans, pointing out they take jobs Americans don't want, such as in agriculture. He adds that the employer sanctions will facilitate discrimination against any Hispanics.

PROF. OSCAR MARTINEZ, Director of the Center for Border Studies at University of Texas-El Paso, says that the great numbers of immigrants is a result of changing economic relationships—we have a need for workers, they need the work. He adds that American perception of a flood of Mexican immigrants is exaggerated, that in fact they constitute a small proportion of all immigration.

JONATHAN ROGERS, Mayor of El Paso, wants penalties against employers who hire illegal aliens because the employers provide no benefits to

them. He says there are perhaps 75,000 immigrants in the El Paso area qualified for amnesty, but expects as many as 100,000 to apply for it.

PAT O'ROURKE, former Chief Administrator for El Paso County, feels that no law we enact will stem the flow of people who are so in need of employment—their economic need is too great. He admits that immigrants burden social systems, but says those who live in the poor border area don't abuse the systems. He adds later that we have an obligation to take care of our southern neighbor who is in economic difficulties.

GUSTAVO DE LA VINA, Chief of the El Paso section of the U.S. Border Patrol, explains that 90% of illegals are merely looking for work, but 5-10% have a potential for violence. He gives figures for the dramatic rise in number of apprehensions of aliens.

TERMS

Immigration Reform and Control Act of 1986—A very complicated law which gives amnesty to illegal aliens who have lived continuously in the U.S. since 1982, allowing them to apply for permanent residency. It also sanctions employers who hire illegal aliens. Its effects are still unknown and are disputed.

Undocumented alien—An immigrant who has come into the U.S. outside the regulations of the U.S. Immigration Service, and therefore without proper approval and identification.

LULAC—League of United Latin American Citizens, which supports equality in education and employment.

Agribusiness—All the jobs involved in growing, packing, and shipping plant foods to market.

Labor-intensive—Work that requires careful, hands-on activity done by people, rather than machinery. Lettuce-growing is labor-intensive, because it requires individuals to transplant seedlings, weed, harvest and pack it.

Employer sanctions—Financial and other penalties levied by the government against employers who hire illegal aliens.

Bicultural—Having the benefit of two distinct cultural influences, in language, traditions, food and popular culture.

Twin Plants concept—Part of Mexico's industrialization policy, in which foreign-owned factories on either side of the border can ship duty-free equipment and raw materials needed for production.

COUNTRY PROFILE

People

Population in 1985	78,213,000 (US:236,961,000)
Population growth rate	2.9% (US:1%)
Percent in urban areas	69.3% (US:73.9%)
GNP per capita	\$2,060 (US:\$15,490)
Infant mortality	56/1000 (US:11.2/1000)
Life expectancy	66 years (US:75 years)
Language	Spanish

Geography

Area	761,601 sq.mi. (US:3,615,123)
States	31, and one federal district
Capital	Mexico City
Largest Cities	Mexico City, Monterrey, Guadalajara

Government

Democratic republic

SOME QUESTIONS

1. Why are so many Mexicans trying to work in the U.S.?
2. What are the benefits and detriments of having undocumented Mexican immigrants come into the U.S.?
3. Who should pay for the health and educational services for undocumented immigrants?
4. Why does an undocumented alien have no right to claim injustice on the job?
5. Why are Mexico's northern provinces more economically developed?
6. What economic conditions would have to change in Mexico before the stream of immigrants declined?

EXPLAIN THESE QUOTES

ARANDA—"There's no such thing as minimum wage in El Paso."

O'ROURKE—"You can't enforce the law short of geologic surgery where you'll remove Mexico from the border and create the Grand Canyon."

DE LA VINA—"The new law will allow us to regain control of our border."

O'ROURKE—"We have to transfer that technology and those jobs to Mexico, or we're going to import their poverty."

SUGGESTED READING

"Can the Trek to El Norte be Curbed?" *US News & World Report* 102:22-6, Jan. 19, 1987.

Though alien apprehensions are down slightly, there are major difficulties in enforcing the new law. One is the cost, another is the bogus document factories set up to circumvent the amnesty provision.

"A Sick Economy that Drives Out Mexico's Poor," *US News & World Report* 99:40, Aug. 19, 1985.

An examination of how the terribly weak Mexican economy, due mostly to the drop in oil prices, forces Mexicans to seek jobs elsewhere, even if it means breaking the American immigration laws.

"A Missed Chance for True Immigration Reform," G. S. Becker, *Business Week*, p.20, Dec. 1, 1986.

Criticism of the new law because there are no sanctions against the illegals themselves, and because amnesty encourages the behavior it pardons.

"Immigration Reform," Frank Moan, *America* 154:228-9, Mar. 22, 1986.

This author says if we really want to stop illegal Mexican immigration, we must stop supporting totalitarian regimes, end economic injustice of American businesses in the third world, and be more tolerant of people different from us.

PROGRAM 8: MEXICO'S CULTURAL INFLUENCE

OBJECTIVE

To explore how Mexican and American cultures have interacted in Texas.

SYNOPSIS

The program sketches the history of Spanish soldiers and missionaries claiming what is now the American Southwest, and outlines the U.S. military incursions into Mexico in the 20th century. Those clashes seem to echo today in conflict at the borders, as thousands of undocumented Mexican immigrants enter the U.S. Those immigrants are attempting to blend in by learning English, but teachers and community leaders claim the right for Hispanics to retain and feel proud of their Hispanic culture.

BACKGROUND

Despite the proximity, there has always been a distinct cultural difference between the U.S., which was settled by Northern Europeans, and Mexico, which was settled by the Spanish. As the U.S. developed, settlers moving west demanded more land. The government offered to buy the northern provinces of Mexico—Texas, New Mexico, Arizona, Nevada, Utah and California—but Mexico refused. Tensions between the two countries culminated in the Mexican War of 1846-48. When it was over, the U.S. claimed much of the territory it had once offered to purchase.

U.S. troops invaded Mexico at Veracruz in 1914, and again in 1917, when General Pershing led an expedition in pursuit of the Mexican bandit Pancho Villa, who had killed 17 Americans in a raid at Columbus, N.M. These military actions have been mostly forgotten in America, but in Mexico there is lingering resentment against Americans for them, and because it seems they want only to exploit Mexico's land, resources and cheap labor.

Now that great numbers of Mexican immigrants are coming to live in the U.S. permanently, many Americans feel they are being overrun by the culture south of the border. Several state legislatures are considering or have enacted laws that will make English the official language. Mexican-Americans feel it is strong America inflicting its will on Mexico again.

GUESTS AND THEIR MAIN POINTS

PROF. OSCAR MARTINEZ, Director of the Center for Border Studies at University of Texas-El Paso, explains that in the early 19th century, the U.S. wanted to buy Mexico's northern provinces, which ultimately led to a war, and caused Mexico to give up half her territory.

BILL RAKOCY, head of the El Paso History Museum, adds that the U.S. invaded Mexico in 1914, and again in 1917, in pursuit of Pancho Villa.

LYDIA ALMEIDA, teacher of a third-grade bilingual class, says there is less prejudice against Mexican-Americans today than when she was a child, as evidenced by the fact that children are now taught in their home language as well as English. If a child knows both languages, he goes into an all-English class. The object is to have children feel proud of their home language, and become fluent in English as well.

She adds that Mexican and American customs and holidays are discussed in class, and Mexican and American history are compared more equally.

PABLO SALCIDO, manager of the Spanish TV station KINT in El Paso, says Hispanics have a stronger subculture in the U.S. because they keep their language. New state laws making

English the national language are fine in principle, but he couldn't do business without speaking Spanish every day.

SEN. FRANKLIN BLOCK, North Carolina State Senator, introduces a bill that will make English the official language of the state.

CESAR CABALLERO, former Director of Concilio which coordinated several Hispanic political groups, feels it would be negative for the entire country if citizens were forced to speak English—it tends to isolate the U.S. English should be learned by all who wish to live here, but keeping one's home language is an asset.

JUAN GARCIA, District Director of the League of United Latin American Citizens, opposes the official language movement because he feels it will stigmatize the Hispanic community.

JONATHAN ROGERS, Mayor of El Paso, feels that the Hispanic community gets along quite well with the Anglos in El Paso.

LEON METZ, local historian, says the improved relations are because we have come to understand Hispanic people better. He says that immigrants from Mexico will add a positive element to America, there are not so many that we will become a nation of Hispanic citizens.

TERMS

Anglos—People of Northern European extraction.

Hispanics—People of Latin extraction who use Spanish as a home language.

Monolingual/bilingual—Being able to speak and understand one/two languages.

Cinco de Mayo—May 5, the Mexican Independence Day, which commemorates the Mexican defeat of the French at Puebla in 1862.

Melting pot—The concept that America accepts immigrants from all over the world and assimilates them; they lose cultural distinctiveness and become "American."

Linguocentric—Placing undue emphasis on language.

Xenophobia—Fear of foreigners or strangers.

Racism—Belief that human races have different make-ups that determine their respective cultures, involving the idea that one's own culture is superior to others.

SOME QUESTIONS

1. Why did the U.S. want Mexico's northern provinces (Texas, N.M., California)? What else did they want from Mexico?
2. What effects are there today of U.S. economic and military incursions into Mexico?
3. Why might Americans be afraid of a large minority which is so different?
4. Why is "English-only" a good idea in principle, but impractical in southwestern cities? How might it stigmatize Hispanics?
5. Why does Mr. Caballero feel that "English-only" is a disadvantage to the entire country?
6. How would you feel about having to speak and study in Spanish?

EXPLAIN THESE QUOTES

MARTINEZ—"Mexicans have not forgotten what happened in the 19th century."

RAKOCY—"We're always a result of what happened in the past."

SALCIDO—"Language can lock you out."

BLOCK—"The spoon that has stirred the melting pot into a homogenous whole has always been the English language."

CABALLERO—"Those of us who have a mother tongue other than English should be allowed and supported to retain it, because it's an asset."

SUGGESTED READING

"Outlawing Tongues," D.R. Carlin, *Commonweal* 113:648-9, Dec. 5, 1986. Noting that California's English-language amendment passed overwhelmingly, the author says we can't force immigrants to learn English. We've been through this antagonism toward other immigrant groups, and they ultimately learned English because they admired and wanted to fit into our culture.

"War Over Words," *US News & World Report*, 101:64, Oct. 6, 1986.

This article breaks down the debate over the English-only campaign. On the pro side, it hastens integration because ethnic separatism erodes America's heritage; on the con side, it could divide people and tarnish our legacy of tolerance, and mandating that immigrants speak English doesn't offer them the classes they need to learn it.

"Disappearing Border," *US News & World Report* 99:30+, Aug 19, 1985.

This is a lengthy cover article, with several stories on the Mexican experience in the U.S., including their impact on elections and social services. It offers case studies. Of particular interest is "On El Main Street, USA, Birth of a New Nation," which focuses on how the Southwest meshes customs and peoples to create a unique way of life.

"In Defense of the Mother Tongue," George Will, *Newsweek* 106:78, July 8, 1985.

This editorialist maintains that the Anglo culture was established as supreme in 1776, and immigrants have a responsibility to learn English to reciprocate this country's welcome.

PROGRAM 9: THE US/SOVIET ARMS RACE

PART 1

OBJECTIVE

To trace the development of the nuclear arms race from immediately after World War II to the Cuban Missile Crisis.

SYNOPSIS

Though the world was shocked by the devastating effect of the Hiroshima bomb, today's nuclear stockpiles contain one million times the destructive power of that one bomb. This program outlines the military choices both the U.S. and Soviet Union made after World War II, when the U.S. depended upon nuclear weapons for the defense of Europe because they were cheaper and were an effective deterrent.

This military standoff was a key part of the the Cold War, which was heightened by the east-west conflict in the Korean War. European confidence in America's willingness to defend it was shaken once the Soviets gained nuclear weapons. But Soviet technology was not as refined, and they had heavier, less accurate weapons than we had. At the time of the Cuban Missile Crisis (1962), the nuclear balance was 16 to 1, in our favor, but the confrontation was enough to create a very frightening showdown. President John Kennedy's naval quarantine averted nuclear war, but increased our respect and fear of it.

BACKGROUND

Immediately after World War II, the U.S. demobilized its forces, while the Soviet Union kept vast numbers of troops along the divide in Germany and in the countries it controlled in Eastern Europe. In 1949, NATO was formed because western leaders felt collective security was safer than individual security, especially since the European nations were so weak after the war.

To deal with the Soviet threat, the U.S. committed its few nuclear weapons to the defense of western Europe. Our threat was

massive retaliation—if the Soviets moved their conventional forces against any western nation, we would immediately respond by destroying Soviet targets. At the time the Soviets had no nuclear weapons.

Once the Soviets gained the technology to make nuclear weapons, massive retaliation lost much of its effectiveness, but the U.S. maintained its nuclear commitment to Europe because Soviet conventional forces were far superior to ours. The Soviet launching in 1957 of the Sputnik satellite—evidence of rapidly advancing Soviet technology—further eroded confidence in U.S. ability to protect Europe.

In the late 1950s, Premier Nikita Khrushchev initiated a sustained nuclear arms buildup, which President Kennedy exploited in his election campaign of 1960, claiming there was a great "missile gap" that needed to be rectified. When we learned in 1962 the Soviets were placing nuclear weapons in Cuba, aimed at American cities, Kennedy declared a naval quarantine of Cuba, stopped Soviet ships bound there, and forced the Soviets to remove missiles already in Cuba. It was a time of enormous tension throughout the world, because it seemed nuclear war was imminent. But the Soviets backed down. War was averted, but the prospect of such a war became even more realistic and terrifying.

GUESTS AND THEIR MAIN POINTS

ROBERT McNAMARA, former Secretary of Defense under Presidents Kennedy and Johnson, warns that we're living in a world with nuclear warheads totaling a million times the destructive potential of the Hiroshima bomb, and it's an unstable world. NATO powers approved the use of nuclear weapons as a deterrent in Europe because they got "more bang for the buck," especially since the Soviets had no nuclear weapons at the time. Later he says that during the Cuban Missile Crisis, the Kennedy Admini-

stration did not believe the Soviet Union would initiate use of nuclear weapons, but there was a risk of an unauthorized launch.

DR. WILLIAM KINCADE, nuclear technology consultant, explains that immediately after World War II, we demobilized our armies, but the Soviets kept theirs in place along the divide in Germany. We called the policy of deterring them with nuclear weapons massive retaliation—if they made an aggressive move, we would destroy Soviet cities. After the Soviet Union acquired nuclear weapons, they promised they would never be the first to use them, in order to make the U.S. look warlike.

DR. JOSEPH KRUZEL, Political Science Professor at Ohio State University, says the postwar situation made us nervous, and we chose what seemed to be a good option, to counter their strength with the few nuclear weapons we had. He describes the Cuban Missile Crisis as the first time in the Cold War we actually faced nuclear war.

DR. STEVEN ROSEFELDE, Economics Professor at University of North Carolina, said we chose nuclear weapons because they are much cheaper than keeping conventional forces on hand. He notes that in 1957, Khrushchev decided to embark on a sustained arms buildup, including nuclear weapons, though Soviet versions were much heavier and not as accurate as ours.

DR. ROBERT RUPEN, Political Science Professor at University of North Carolina, points out that the Korean War heated up the Cold War between the U.S. and Soviet Union because it seemed a clear-cut example of democracy vs. communism. Once the Soviets acquired nuclear weapons, he says that European confidence that the U.S. would do whatever was necessary to protect them declined. At the end of the show, he says that Kennedy's handling of the Cuban Missile Crisis increased American confidence in itself as a superpower, but recalls that it was a very frightening time for the world.

VITALY CHURKIN, First Secretary at the Soviet Embassy, says the Soviet Union made a concerted effort to compensate for what was a very clear imbalance in nuclear weapons at the time of the Cuban Missile Crisis. He adds that the Soviet Union is willing to do whatever is necessary to maintain parity.

TERMS

NATO—North Atlantic Treaty Organization, formed in 1949 of western nations for collective defense.

Warsaw Pact—An agreement in 1955 for collective defense among the countries of eastern Europe under Soviet domination.

Hiroshima bomb—The first military use of the atomic bomb (equivalent to 20,000 tons of TNT), dropped on Hiroshima, Japan, Aug. 6, 1945. The effect was so surprising and devastating that Japan surrendered to the Allies the following month.

Deterrence—Having such powerful and destructive weapons that the enemy will be prevented, or deterred, from using his weapons.

Pre-emptive strike—Making the first aggressive action in anticipation of the enemy being on the verge of doing so.

First strike—The decision to use nuclear weapons in an attempt to gain an advantage.

Massive retaliation/assured destruction—Spasmodic exchange of heavy thermonuclear weapons, accepting the fact of enormous casualty figures and widespread destruction. Evolved from that is Mutual Assured Destruction, guaranteeing that any exchange of nuclear warheads will lead to critical destruction of both sides.

TIMELINE OF SIGNIFICANT US/SOVIET EVENTS SINCE WORLD WAR II

	1945 VE Day (May 8, 1945) VJ Day (September 2, 1945)
Truman 1945-53	1949 NATO formed 1950 Korean War (1950-53)
	1954 J. F. Dulles' massive retaliation speech 1955 Warsaw Pact formed
Eisenhower 1953-61	1957 Soviet Union launches Sputnik Khrushchev begins arms buildup 1960 Vietnam War (1960-73)
Kennedy 1961-63	1962 Cuban Missile Crisis 1963 Limited Nuclear Test Ban Treaty
Johnson 1963-69	1967 NATO adopts flexible response policy 1967 Glassboro Conference — Johnson & Kosygin
	1969 SALT I, including ABM Treaty
Nixon 1969-74	
Ford 1974-77	
	1977 Soviets begin deploying SS-20s
Carter 1977-81	1979 SALT II signed, not ratified Soviets invade Afghanistan 1980 NATO decides to deploy Pershing II & ground-launched cruise missiles
Reagan 1981-	1983 Strategic Defense Initiative announced

Cold War—Conflict between communist nations (led by the Soviet Union), and western nations (led by the U.S.), fought by many means—ideological, economic, political, and limited military action.

Sputnik—The world's first orbiting satellite, launched by the Soviet Union in 1957.

Conventional weapons—All current weapons technologies that exclude nuclear warheads—tanks and artillery, bombers, etc.

Flexible response—The choice to escalate fighting as the situation demands—from conventional exchange, to use of tactical battlefield nuclear weapons, to theater-range nuclear weapons, to intercontinental weapons.

Nuclear balance—A position of relative nuclear equality, or at least sufficiency.

Parity—The situation in which the two sides do not match each other, nuclear weapon for weapon, but the totality of each arsenal is roughly equivalent in destructiveness.

Missile gap—Perceived Soviet nuclear superiority in the late 1950s.

Politburo—Senior Soviet civilian and military leadership

Bay of Pigs Invasion—Armed invasion of Cuba in April 1961 by 1500 Cuban refugees who were trained by the CIA, transported in American merchant vessels, and escorted by American destroyers. It was a failure—90 were killed, the rest taken prisoner.

Joseph Stalin—Leader of the Soviet Union from 1929 to 1953. He helped Russia become an industrial power and defeat Germany in World War II, but his tenure was characterized by terrible brutality, including the execution of political and military elite, and sending millions of Soviets to forced-labor camps.

Nikita Khrushchev—Soviet political leader from 1955 to 1964, during which time his objective was to overtake and outstrip the west. In part due to his miscalculation of American strength during the Cuban Missile Crisis, he was dismissed from all his posts in 1964.

SOME QUESTIONS

1. What circumstances prompted the U.S. to put the first nuclear weapons in Europe?
2. Why did the U.S. choose nuclear weapons, rather than keeping men and conventional weapons there?
3. Why did the Soviets build large missiles?
4. Why are there military buildups in the U.S. or Soviet Union when the President or General Secretary are in the process of making disarmament proposals?
5. Is the Cold War still going on?
6. Why do the U.S. and Soviet Union build thousands of nuclear warheads, when only a few would destroy either country?
7. What political advantage do the Soviets gain by stating a "no first use" policy?
8. How long did the effective deterrence of our policy of massive retaliation last?

EXPLAIN THESE QUOTES

LEUTZE—"The bomb that ended World War II in the Pacific heralded the nuclear age, but the seeds of the nuclear arms race were sown in Europe."

McNAMARA—"It was said we could get a 'bigger bang for the buck' by buying cheaper nuclear weapons."

KINCADE—"If we ever get to nuclear war, both sides will have a strong incentive to shoot first—that's why we have a hair-trigger situation in the nuclear balance."

LEUTZE—"Secretary of Defense Dean Rusk observed, 'Both sides stared into the pit of the inferno.'"

SUGGESTED READING

Russia, The Soviet Union and the United States, John Gaddis, (NY, Wile 1978).

An evaluation of the effects of the Cold War through the Ford Administration.

"Negotiation by the Numbers," Ed Magnuson, *Time* 125:66, Jan. 7, 1985.

Comparing U. S. and Soviet arsenals depends on how you count them. Our weapons differ from theirs in range, number of warheads, and kilotonnage of each warhead, so there are many permutations of destructiveness in each category of weapons.

"Arms Control: Three Centuries of Failure," William Hawkins, *National Review* 37:26-9, Aug. 9, 1985.

This article traces arms control agreements from 1766, pointing out how they have failed. Common sense says we must support arms control, though it has never stopped the upward curve of arms acquisition.

PROGRAM 10: THE US/SOVIET ARMS RACE

PART 2

OBJECTIVE

To trace the history of the U.S./Soviet arms race from the Cuban Missile Crisis until 1985.

SYNOPSIS

This program focuses on arms-control negotiations that began in greater earnest after the Cuban Missile Crisis. Guests analyze the effects of the SALT I and SALT II treaties, as well as the Anti-Ballistic Missile Treaty. NATO policy shifts to flexible response, which reemphasizes first use of nuclear weapons by the U.S. The alternative is to increase drastically our conventional capability so we could meet a Warsaw Pact offensive on equal terms. The NATO response to the Soviet placement of SS-20 medium-range missiles aimed at western Europe was the emplacement of U.S. Pershing IIs and ground-launched cruise missiles. The next generation of nuclear weapon technology is outlined, and Star Wars is discussed, both of which will make attempts at limiting the arms race more difficult.

BACKGROUND

The Cuban Missile Crisis served to make disarmament dialogue more important, and shortly afterward, the Nuclear Test Ban Treaty was signed. But nuclear arsenals grew on both sides. The U.S. was depending on the triad—air, land, and sea-based missiles—while the Soviets depended primarily on heavier, land-based missiles.

During the late 1960s, NATO policy shifted from massive retaliation to that of flexible response. This meant responding to a conventional attack first with conventional weapons, then with small battlefield nuclear weapons, and moving up in destructiveness as the fighting escalated to use of intercontinental strategic missiles. Essentially this means we would use nuclear weapons first. The Soviets gain a propa-

ganda advantage with their stated "no first use" policy, because it makes the U.S. seem more warlike, but we don't know what they would do once fighting started. Moreover, there is considerable doubt that any war could be contained at a low level once nuclear exchanges began.

In the 1970s, the Soviets reached rough parity in the nuclear balance—they don't match us weapon for weapon, but when all nuclear forces are added up, the two sides are close to equal. Meanwhile, arms negotiators were making some progress. SALT I (signed in 1969) limits construction of new weapons and limits the number of antiballistic missile systems on each side to two. SALT II (signed in 1979 but not ratified by the Senate) set various ceilings on long-range nuclear missiles and launchers. The Reagan administration then initiated an arms buildup in the early 1980s, as well as the Strategic Defense Initiative, which will take the arms race into another realm entirely.

GUESTS AND THEIR MAIN POINTS

DR. JOSEPH KRUZEL, Political Science Professor at Ohio State University, says that within a few weeks of the crisis, both sides agreed to a limited nuclear test ban, which was the first important step in the nuclear dialogue.

AMB. JAMES GOODBY, presidential analyst, says we didn't get a comprehensive test ban because President Kennedy was not satisfied on the issue of verification. He feels that the Soviets placed medium-range SS-20 missiles aimed at Western Europe to secure political advantage.

ROBERT McNAMARA, former Secretary of Defense, suspects that the backing down of the Soviets during the crisis prompted their large buildup of nuclear forces. He was Secretary of Defense during the Kennedy and Johnson

administrations and attributes the large buildup during that time partly to the long lead time between approving and producing a nuclear arsenal, and partly because they misjudged the size of the Soviet arsenal. He adds it may have reduced NATO's deterrent quality, forcing it into a first-use stance. He emphasizes there is no rational military use of nuclear weapons.

DR. WILLIAM KINCADE, nuclear technology consultant, analyzes the policy of flexible response as no policy, since it makes decisions based on what might be appropriate at the time. Later he explains that we accelerated the arms race by developing missiles that could carry multiple nuclear warheads to penetrate improved Soviet defenses.

GEN. GEORGE SEIGNIOUS, President of Atlantic Council, served in Europe at the time flexible response became official policy, and supports it because he feels there is no good alternative. Later he says that SALT I's significant accomplishment was the Antiballistic Missile Treaty to limit defensive weapons systems.

VITALY CHURKIN, First Secretary at the Soviet Embassy, says that at the time of the SALT I agreement, there was equality in the two nuclear arsenals, and both sides agreed to avoid an arms race in strategic offensive and defensive arms. He admits that nuclear weapons have deterred war for 40 years, but says we can't guarantee it will remain that way.

AMB. GERARD SMITH, chief negotiator in the SALT I talks, agrees our intention in SALT I was to avoid the expense and fruitless security of a defensive arms race. The intention of SALT II was to control the multiple-warhead missiles. Once the Soviets placed SS-20s aimed at Europe, he says European leaders pressured the U.S. to counter them with Pershing missiles.

DR. STEVEN ROSEFELDE, Economics Professor at University of North Carolina, says the new policy of flexible response forced the Soviets to state that they could fight and win a nuclear war.

He points out that the Soviets spend about four times what we do on defense, and have superior capabilities in both conventional and nuclear forces. He adds they have good reason to worry about our Star Wars defensive system because it would suddenly put us in the lead in nuclear superiority.

TERMS

MIRV—Multiple independently targeted re-entry vehicle—several nuclear warheads on a single missile each capable of seeking its own target.

Flexible response—The choice to escalate fighting as the situation demands—from conventional exchange, to use of small, tactical battlefield nuclear weapons, then theater-range nuclear weapons, and finally intercontinental strategic missiles.

Limited Nuclear Test Ban Treaty—Signed in 1963 by several nations, it prohibited nuclear tests in the atmosphere, in water, or in outer space.

SALT I—First Strategic Arms Limitation Treaty, signed in 1969, which limited the number of U.S. and Soviet offensive weapons to those already under construction or deployed. Also limited the deployment of anti-ballistic missile defensive systems to two for each country. That element is also called the ABM Treaty.

SALT II—Second Strategic Arms Limitations Treaty, signed in 1979, which set various ceilings on U.S. and Soviet arsenals on long-range nuclear missiles and launchers. It was not ratified by the U.S. Senate—due in large part to the Soviet invasion of Afghanistan—but both sides informally said they'd abide by it.

SS-20s—Soviet medium-range nuclear missiles deployed in the western part of the Soviet Union, aimed at western Europe.

Pershing II missiles—American medium-range nuclear missiles, deployed in western Europe to counter SS-20s.

Star Wars—Popular name for the Strategic Defense Initiative, a space-based defense system that would be designed to destroy nuclear missiles launched by the Soviet Union before they reached targets in the U.S.

Verification—Getting firm evidence (such as on-site inspections) that the other side is doing what they say they're doing in disarmament.

SOME QUESTIONS

1. Why would a nuclear test ban limit the arms race?
2. Why have so few agreements been reached between the U.S. and Soviet Union?
3. What would happen to the military power balance if all nuclear weapons were eliminated?
4. Why did the U.S. change its policy from massive retaliation to flexible response?
5. Why does a defensive arms competition raise the stakes in the arms race?
6. If the Soviets spend four times what we do on defense, what effect do you think that has on other parts of their economy?
7. Why was there such a nuclear buildup during Secretary McNamara's time in office?

EXPLAIN THESE QUOTES

KINCADE—"We invented MIRVs in the late 60s...and it's turned out to be a mixed blessing."

ROSEFELDE—"Star Wars potentially threatens Soviet efforts to create an environment that facilitates conventional warfare."

McNAMARA—"There is no rational military use of nuclear weapons—they are of value only as deterrent to one's opponent's use of nuclear weapons."

KINCADE—"In the '40s or '50s, western countries made a Faustian bargain to rely on nuclear deterrent...as a result, we've been living with that bargain ever since."

CHURKIN—"Because we've been able to stick around for 40 years doesn't mean we can live that way for the next 400 years."

SUGGESTED READING

"US Arms Plan: Keep Talking, Keep Building," *US News & World Report* 98:33, Feb. 18, 1985. President Reagan feels that arms negotiations in Geneva should not upset the current arms buildup. The budget calls for a boost in defense spending, and he's going to go ahead with new Trident subs, MX missiles and B-1B bombers.

"Whom the Gods Would Destroy, They First Make MAD," M.S. Evans, *National Review* 38:26-9, March 14, 1986.

This traces the evolution of the Mutual Assured Destruction policy, and points out the irony of the Strategic Defense Initiative—that purely defensive weapons are now considered provocative to the enemy for upsetting the nuclear balance. It makes nuclear war "thinkable" again. Once SDI gets into field testing, the ABM treaty will be very tenuous.

"Star Wars: Safety or Danger Ahead?" Kenneth Himes, *America* 153:341-5, Nov. 23, 1985. SDI seems to be a way out of the nuclear stalemate, but its feasibility is in doubt. It offers false hope to Americans because it seems to save us from the arms race, but in fact it ultimately makes it worse.

"A Worrisome Shift in Nuclear Strategy," R.J. Smith, *Science* 232:1187, June 6, 1986.

This article discusses the Midgetman missile system that will provide a high degree of survivability in the event of a nuclear attack. This is one of several signs that the Reagan administration policy may be moving toward pre-emptive strategy.

"Breakthrough in Arms Control," Russell Watson, *Newsweek*, 109:36-7, March 16, 1987.

An outline of the Soviet arms proposal to eliminate medium-range missiles in Europe. There is a graph of each side's arsenal in this category, showing the Soviet Union well ahead.

PROGRAM 11: FINLAND

OBJECTIVE

To examine the historical development that led to Finland's unique position between the East and West, and the way Finns have maintained western habits and ties.

SYNOPSIS

This program traces Finland's 20th-century history to show how hard the Finns have struggled against invaders to maintain their independence. After World War II, Finland declared itself neutral and established an unusual peace settlement with the Soviet Union, allowing it to remain free of Soviet domination. Since that time, the Finns have kept good relations with the Soviet Union, but have become increasingly aligned with the West in economic and political spheres.

BACKGROUND

After years of Swedish and Russian domination, achieving independence in 1917 made the Finns willing to make great sacrifices to defend it. During World War II, it was invaded by the Soviet Union, but the Finns gallantly resisted through what is called the Winter War, though they got no support from other western nations. They lost the Karelian peninsula, but all its residents left, rather than submit to Soviet rule.

Later in the war, Hitler invaded the Soviet Union through Finland, and the Finns joined the attack, wanting to recover Karelia. When the Allies (which included the Soviet Union) won, Finland was not occupied by the Soviets. To the astonishment of eastern European countries that became Soviet satellites, the Finns made a most unusual peace treaty. They promised to repulse any attack made on the Soviet Union through Finnish territory, in exchange for keeping its democratic government.

The treaty also implied cooperation on other fronts, and Finland has established a mutually beneficial trade agreement with the Soviet Union. Though Finland is still fiercely

independent, and is steadily building its economic and diplomatic ties with the West, Finns are ever mindful of their powerful and potentially dangerous neighbor. They are always careful not to offend the Soviets.

GUESTS AND THEIR MAIN POINTS

KALervo SIKALA, Minister of Education, says that when Finland achieved independence in 1917, Finns had to determine who they were. After domination by both Sweden and Russia, they emerged as real Finns.

MATTI HAIKIO, historian, explains that the Winter War of 1939-40 focused Finnish posture of proud independence, though the prolongation of World War II brought serious economic deprivation to the country. Later he points out that in cultural, diplomatic and economic terms, Finland is closely aligned with the West, but due to its treaty with the Soviet Union, it is on the Soviet side in military action.

DR. JOSEPH KRUZEL, Political Science Professor at Ohio State University, explains the Soviet Union did not treat Finland as it did other neighboring countries because at the time, Finland seemed very much on the periphery. It made a unique bargain with Finland, agreeing to let it run its own affairs. He adds that Finland proudly groups itself with other neutral countries, but it is always aware of its proximity to the Soviet Union. Visitors are struck by how western, and how American Finland seems.

CHRISTIAN ANDERSON, Vice President of Wartsila Shipbuilders, says Finland is a thoroughly modern industrialized nation. Through a trade agreement, it does 20% of its international trade with the Soviet Union.

AMB. JAMES GOODBY, former Ambassador to Finland, says the trade balance is very important

to Finland, and the intention is to keep it that way. A new trend is Finnish investment in American companies, and operating Finnish companies in the U.S.

PAAVO VAYRYNEN, Foreign Minister, says that living between the two alliances, Finland has a special responsibility to promote cooperation between East and West in Europe.

TERMS

Neutrality—The attitude or status of a nation that does not participate in war or political alignments with other nations.

Geopolitical reality—Influence and ramifications of the political balance in the world.

Finlandization—A perception of a nation's gradual but steady loss of independence to a larger, more powerful country—in this case, the Soviet Union.

COUNTRY PROFILE

People

Population in 1985	4,902,000 (US:236,961,000)
Population growth rate	.04% (US: 1%)
Percent in urban areas	65.9% (US:73.9%)
GNP per capita	\$10,830 (US\$15,490)
Infant mortality	7.7/1000 (US:11.2/1000)
Life expectancy	73 years (US:75 years)
Language	Finnish 93.5%, Swedish 6.3%

Geography

Area	130,128 sq.mi.(US:3,615,123)
Capital	Helsinki

Government

Constitutional republic

SOME QUESTIONS

1. What makes Finland's position in the world so unusual?
2. Why did the Finns fight so fiercely against the Russians in World War II?
3. What advantage does the Soviet Union have in not making it a satellite country, as it did with other countries that border it?
4. Why is it important to the U.S. to keep Finland neutral?
5. Finland exchanges about 20% of its trade with the Soviet Union, and the rest with the West. Why is trade with the West more important?
6. Why do more Finns learn English than Russian?
7. What do you see as the future for Finland?

EXPLAIN THESE QUOTES

JACOBSEN—"The Communist party has lost its significance, not through repressive competition, but in the open market of ideas."

KRUZEL—"Their neutrality is moderated by geopolitical reality."

KRUZEL—"If I were a Finn, I'd worry about this younger generation's ability to keep on a very diplomatic path."

SUGGESTED READING

"Living Beside the Soviets," *World Press Review* 33:34-6, Aug. 1986.

This interview with Finnish newspaper editor Pertti Pesonen covers a range of topics, including economics, politics and information exchange with the Soviets.

"A Mouse That's Roaring," Marcia Berss, *Forbes* 136:112-13+, Oct. 21, 1985.

With the help of Soviet trade, Finland has built one of the world's best-performing economies. Now it is turning to the west to increase trade because exchanges with the Soviet Union are limited.

"Complicated Coexistence," G.F. Treverton, *Atlantic* 252:10+, Dec. 1983.

This article analyzes Finland's relationship with the Soviet Union, pointing out that Finland's accommodations to it have allowed the Finns a surprising amount of internal discretion.

PROGRAM 12: JAPAN IN NORTH CAROLINA

OBJECTIVE

To look at why Japanese companies choose to come to North Carolina, and how well they adjust to being here.

SYNOPSIS

The program focuses on Mitsubishi Semiconductor America, Inc., in Durham, featuring interviews with its president, an employee, and the former governor who went to Japan to recruit the firm. They discuss why North Carolina appeals to Japanese firms, and what adjustments in style and substance Japanese managers must make to work well with American employees. Other guests discuss how the state has helped Japanese who move here with their companies become comfortable living in North Carolina. All agree the ultimate result is a happy one.

BACKGROUND

Trade frictions are increasing between the U.S. and Japan. One way to ease them is for Japanese companies who manufacture products sold in the U.S. to establish manufacturing or assembly facilities here to give Americans the jobs. Resentment against Japanese cars was considerably diminished when the auto firms set up assembly plants in the U.S. In fact, competition was fierce among many states to lure the plants.

The North Carolina Department of Commerce has a special division whose purpose is to attract foreign companies, including Japanese, to the state. At present there are 44 Japanese firms located across the state; their investment over the last five years is approximately \$650 million.

The major factor against Japanese firms setting up plants in the U.S. is that employee expectation and behavior is vastly different. Labor unions are a major force in American firms, with employees creating a united front against management for wage levels and benefits. In Japan, an employee usually stays with one company all his working life, and feels a

greater commitment to the company and other employees. Japanese employees are grouped in small quality circles, which frequently discuss ways in which their work can be done more efficiently, and these suggestions are passed on to management. Managers often have been promoted from the production line, so the distance between workers and management is not as great.

So, when Japanese businessmen are considering establishing an American plant, they usually have serious reservations about whether their managers, steeped in the Japanese system, can lead a company profitably when using American employees accustomed to an entirely different system.

GUESTS AND THEIR MAIN POINTS

KAZUO WATANABE, President and CEO of Mitsubishi Semiconductor America, Inc., explains his firm was attracted to N.C. by the educational background in the area, the impressiveness of the N.C. recruitment personnel, and a beneficial tax system. Later he talks about his management style, emphasizing that there is no Japanese formula for managing in the U.S. He compares America's top-down decision-making style with the Japanese bottom-up system. He adds that he's made changes in Mitsubishi management for his division in N.C. In Japan, workers can expect lifetime employment with one company; at Mitsubishi America, they can expect to work until retirement as long as they follow company policy. In three years, his firm has become so successful it will sell semiconductors at competitive rates throughout southeast Asia.

ROBERT CLAGETT, Senior Economic Developer at the North Carolina Department of Commerce, says his department tries to attract high-tech firms and service industries to the state, and Japanese companies are excellent candidates. He points out N.C. offers them excellent geographic

access to east-coast markets, a climate similar to that of Japan, and an employment pool with a strong work ethic.

Gov. JAMES HUNT, former Governor of North Carolina, went to Japan in 1979 on a trade-recruiting mission because, he says, the state needed the jobs. He was particularly interested in high-tech firms, such as the semiconductor industry, because they have a good future. To encourage the Japanese further, the state established the Japan Center at N. C. State University to encourage and help North Carolinians and Japanese interact better.

JOHN ATKINS, President of O'Brien-Atkins Co., talks about the differences between Japanese and American labor unions. In Japan a union is organized around a specific company, rather than a type of job.

JOHN SYLVESTER, Director of the Japan Center, explains his objective as strengthening economic and academic ties with Japan for the benefit of the state. They do this by setting up exchanges between our professors and those in Japanese universities, and helping Japanese people who move here to settle into the community. They especially appreciate that the Center has established Japanese language classes for their children, so they'll be competitive with classmates when they return.

STEVE BROOKS, shift supervisor at Mitsubishi, admits he was a bit nervous when he began working for the Japanese firm when it began operations here, but has been very pleased with management's concern about quality and regard for the employees.

TERMS

Semiconductors—Programmed microchips that form the brains of nearly all electronic and computer equipment.

Unitary tax system—A state tax system that taxes a company on income from all its factories in the United States. North Carolina does not have a unitary tax system.

Management style—Personal behavior and methods of communication a manager uses to convey instructions and information to the people who work for him.

Stereotypes—Preconceived ideas about how people think and behave.

SOME QUESTIONS

1. What economic and political reasons would a Japanese company have for establishing a manufacturing or assembly plant in the U.S.?

2. Why is there competition between states to attract these companies? Why is North Carolina in particular working so hard at it? What advantages does it have?

3. What resistance might there be from American companies who produce the same things as the new Japanese firms?

4. Apart from language, what cultural differences might separate Japanese managers from their American workers?

5. If a Japanese manager asked you for advice, what would you recommend as the best way to earn the trust and respect of Americans?

6. How do you think Mr. Watanabe's company philosophy ("Communication, cleanliness, and contribution—with thanks") applies to workers in his manufacturing facility?

EXPLAIN THESE QUOTES

CLAGETT—"The people of North Carolina have a strong work ethic...their productivity exceeds the national average."

HUNT—"We're more apt to solve [trade competition between U.S. and Japan] if we learn more about how each other operates economically, and if we trust each other because we've come to know each other."

SYLVESTER—"The worry of course is, for the mothers and fathers, is that [Japanese children here] will lose their Japanese and be at a competitive disadvantage when they go back to Japan."

BROOKS—"I really didn't know what to expect to begin with. We were all nervous, dealing with people who were not of the same culture we were."

SUGGESTED READING

"Japan USA," *Business Week* p44-55, July 14, 1986.

This special report covers many aspects of Japanese firms doing business in the U.S., including raising capital and the response of American employees. Of particular interest is the subarticle "The Difference Japanese Managers Make," p47, which gives examples of what they're doing to win over labor.

"How Japanese Work Out as Bosses in the U.S.," *US News & World Report* 98:75-6, May 6, 1985.

This article reports that Japanese management techniques in plants in America have boosted productivity and cut absenteeism. Though all is not smooth sailing, the managers seem to have overcome cultural differences between them and their American employees.

"Pleading Labor's Case at Japan's U.S. Plants," John Hoerr, *Business Week* p30-31, May 13, 1985.

A labor mission goes to Tokyo to attract new factories and jobs to the U.S. They meet with Japanese executives to alleviate their fears that American labor is frozen in an adversarial relationship with management.

PROGRAM 13: THE IRAN-IRAQ WAR

OBJECTIVE

To examine the origins and course of the Iran-Iraq war.

SYNOPSIS

This program outlines the causes of the war between Iran and Iraq, and the reasons it has not been resolved. Guests explain the differences between the Islamic government of Iran, and the more secular government of Iraq, and what propels each side to continue, despite staggering losses. The potential effects of the recent arms sale to Iran is also discussed.

BACKGROUND

In September, 1980, Iraq invaded Iran. President Saddam Hussein was taking advantage of Iran's disarray after the Shah was deposed and Ayatollah Ruhollah Khomeini changed Iran into a reactionary religious state. At the time, Iran had few men under arms, and Iraq was able to occupy part of southwestern Iran.

But Iraq had not counted on the fierceness of the Iranian reaction, when fueled by maniacal religious fervor and personal hatred Khomeini had for Hussein. (When the Shah was in power, Khomeini was in exile from Iran. The Iraqi leader forced him out of Iraq as well.) In the early part of the war, Khomeini sought a return to the status quo; Hussein wanted a military victory. When the tide of war turned, and Iran regained its occupied territory, Khomeini determined that Hussein must be crushed.

No one expected the war to last long. But Iran's greater numbers and ground-fighting equipment managed to counter Iraq's more sophisticated air power, and fighting has continued year after year, with massive casualties on both sides.

Both communist and western countries have declared neutrality, though some 40 countries have sold arms to Iran and Iraq (10 of them secretly to both sides). It is in the Soviet interest to keep the Mideast area in confusion; the U.S. hopes Iran will not win, for its Islamic revolution would then destabilize Mideast countries regarded as friends of the U.S.

Two recent incidents have brought the Iran-Iraq war into new light. In fall 1986, it was revealed that the U.S. secretly sold military equipment to Iran, in the hope the Iranian government could influence religious groups in Lebanon to release American hostages. This damaged the credibility of President Reagan, who has repeatedly said America will never deal for hostages. And in May 1987, an Iraqi fighter plane mistakenly fired missiles at an American frigate, *USS Stark*. The ship was seriously damaged, and 37 sailors were killed, which has made Congress question the purpose of having American ships in the Persian Gulf.

GUESTS

AMB. JAMES AKINS, former Ambassador to Saudi Arabia.

DR. SHIREEN HUNTER, analyst at Georgetown Institute for Strategic Studies.

AMB. BRUCE LAINGEN, former Vice President, National Defense University.

DR. GEOFFREY KEMP, Senior Associate at Carnegie Endowment for International Peace.

ANTHONY CORDESMAN, Vice President of Eaton Analytical Assessment Center.

TERMS

Islam—One of the world's major religions, promulgated by the Prophet Muhammed in the 7th century A.D. Followers of Islam are called Muslims.

Sunni Muslims—Followers of the traditional, well-defined practice of Islam. They are the consolidated majority against "wayward" sectarians.

Shi'ite Muslims—Followers of the Shi'a sect, which arose from a political conflict in the 7th century. Believers feel the figure of the political ruler, the *imam*, is transformed into a metaphysical being, a manifestation of God's bestowing true knowledge on man.

COUNTRY PROFILES

	Iran	Iraq
People		
Population in 1985	43,815,000	15,164,000
Population growth rate	3.1%	3.6%
Percent in urban areas	52.4%	74.3%
Life expectancy	60 years	59 years
Literacy	40%	70%
Religion	93% Shi'a Muslim 5% Sunni Muslim	55% Shi'a Muslim 40% Sunni Muslim
Languages	Farsi Turki Kurdish Arabic	Arabic Kurdish Assyrian Armenian
Geography		
Area	636,293 sq.mi.	167,924 sq.mi.
Capital	Tehran	Baghdad

SOME QUESTIONS

1. What started the Iran-Iraq war? Why has it gone on so long?
2. What ultimate result does each country's leader want?
3. What result does the U.S. want? Other western nations?
4. What is likely to happen if Iran wins? If Iraq wins?
5. The Ayatollah calls this a "holy war." What other instances have there been in which wars were fought in the name of God?
6. What effects does a prolonged war have on a country and its people?

SUGGESTED READING

"Who Started the War?" Nita Renfrew, *Foreign Policy* 66:98-108, Spring 1987.

An in-depth analysis, this article looks at the development of military policy on each side, based on historical and religious dimensions. The author says the longer the war lasts, the greater the possibility Iran will win and spread the influence of the Islamic revolution throughout the Gulf region. Arab states are worried the west is tilting toward Iran.

"Iran Under the Ayatollah," M. Coyne, *National Geographic* 168:108-135, July 1985.

How Iran has changed politically, economically and socially since the Ayatollah came to power.

"The Big Brother," E. Sciolino, *New York Times Magazine* p16-21, Feb. 3, 1985.

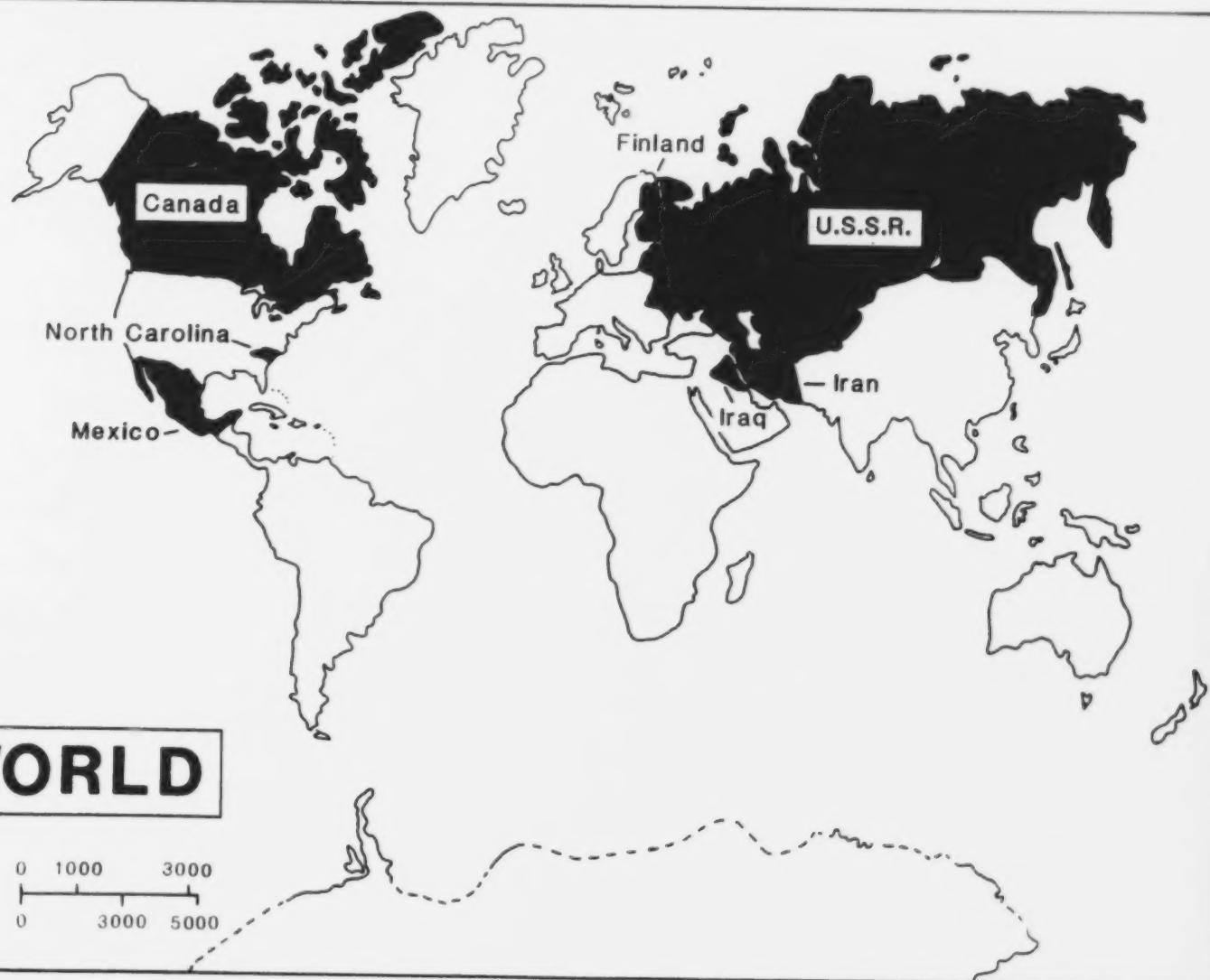
A profile of Iraq's President Saddam Hussein—his background, how he came to power, and his current following.

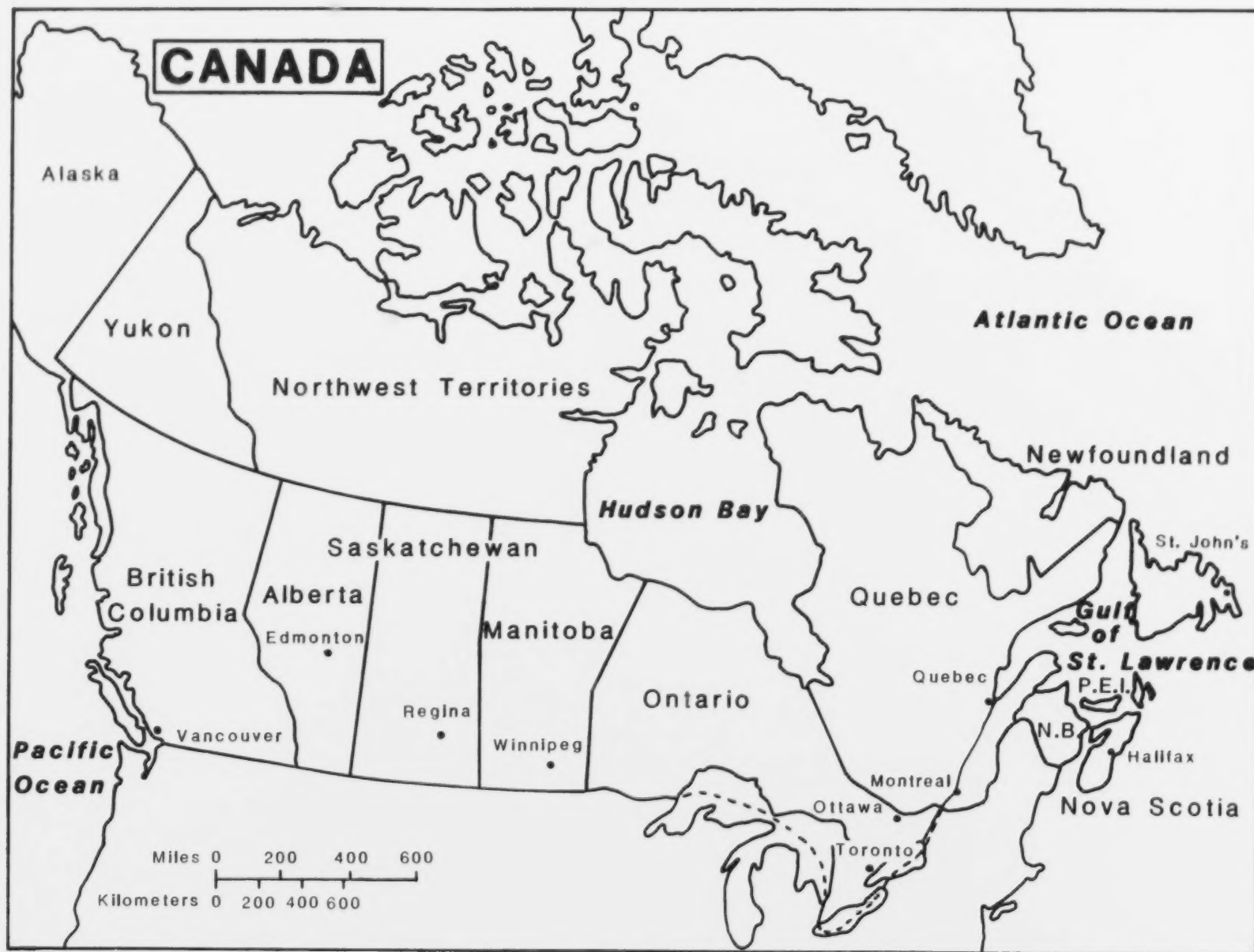
"Iraq and the War with Iran," Frederick Axelgard, *Current History*, 86:57-60+, Feb. 1987.

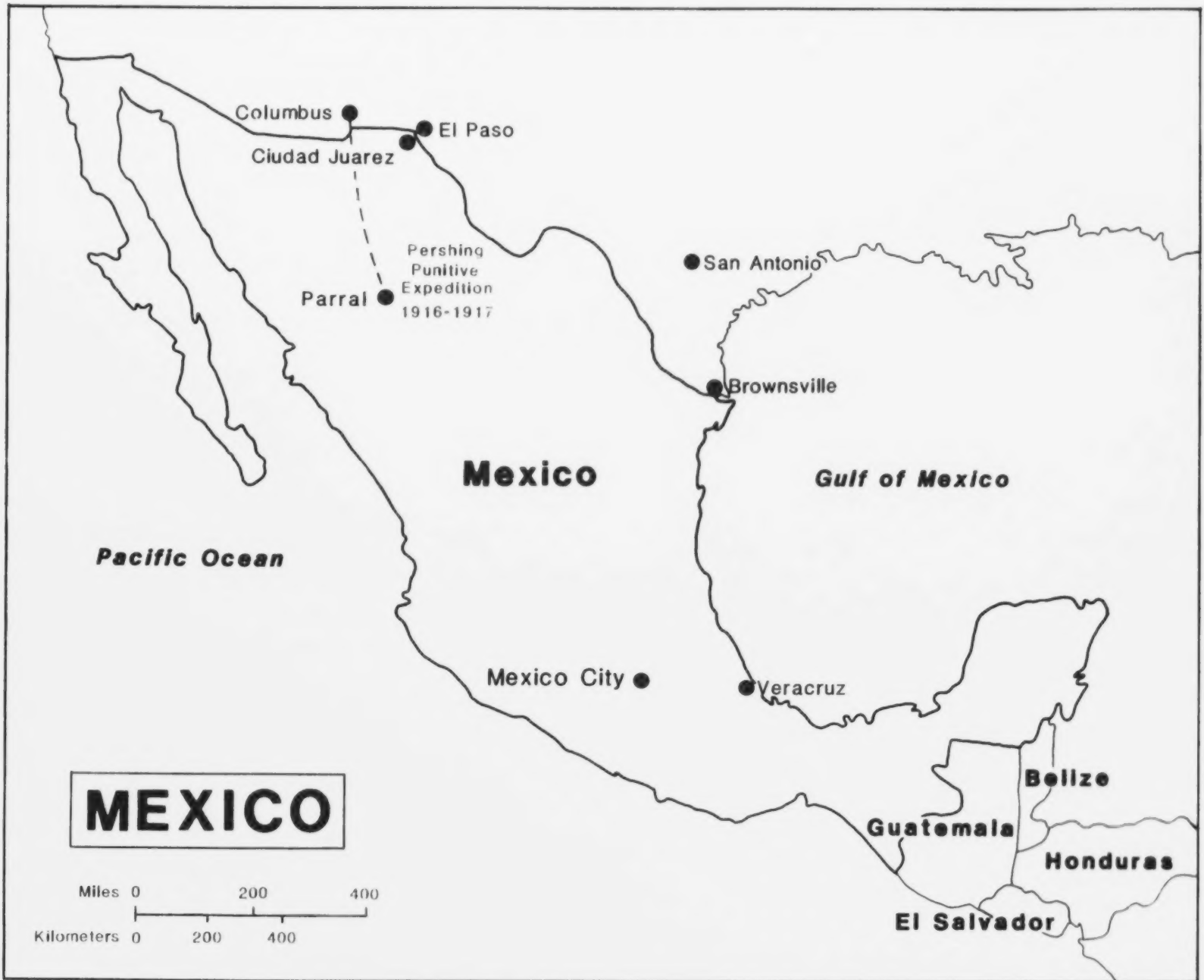
Written from the Iraqi perspective, this article traces the course of the war, and examines its social and political effects. It suggests that while Iraq is under tremendous pressure from Iran, it is not likely to collapse soon.

"An Unending War Between Two Despots," Mansour Farhang, *Nation* 243:233, Sept. 20, 1986.

A lengthy analysis of the war, which includes political causes and economic conditions which make the situation worse. It breaks down population and military forces, and mentions key victories. The author notes the U.S. doesn't care what happens in the war, as long as the balance of power in the area is not affected.







U.S.S.R. and EUROPE



FINLAND

Miles 0 100 200
Kilometers 0 200 300





GLOBE WATCH

With Jim Leutze

Hampden-Sydney College
Office of the President
Post Office Box 128
Hampden-Sydney, Virginia 23943

(804) 223-4383